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Learners and learning in the Senior Years

The Senior Years Band of the SACSA Framework describes the Curriculum Scope and Standards for learning in Years 10 to 12.

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

Senior Years students:
- are generally 15 years of age and over, and include adults
- may be full- or part-time, local, interstate or international, continuing or re-entry students
- are dealing with issues related to lifestyles (e.g., youth subcultures; financial; a complexity of peer, family and other relationships; sexuality; or drugs) which may or may not be congruent with school values and expectations
- may or may not have developed and articulated goals for their future learning and employment pathways
- live with their parents/caregivers or independently, and experience differing levels of parental/caregiver influence and personal independence
- may be moving in and out of schooling to undertake traineeships, apprenticeships, work placements or other forms of educational and training provision
- may be in part-time employment or training
- bring a variety of social, economic and cultural backgrounds, interests, aspirations, capabilities and prior learning experiences
- are shaping and reshaping their lives and are forming and reviewing their personal values
- have complex lives, juggling their learning and living responsibilities as they face their future in an ever-changing world.

To meet the needs of this range of students, 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 seen as active learners who learn at different rates and need multiple challenges. They are supported in developing responsibility for their own learning, and enthusiasm for continuous learning.
Organisation of learning in the senior years

In the Senior Years Band the organisation of learning is increasingly diversified. It includes Year 10 curriculum, generally constructed by schools, with Standard 5 representing the level of performance of students towards the end of Year 10. It is described through the integration of the Key Ideas in each Learning Area and the Essential Learnings.

In addition, the organisation of learning in the Senior Years Band comprises externally constructed and increasingly specialised Years 11 and 12 curriculum, such as the South Australian Certificate of Education (SACE), Vocational Education and Training (VET), and other curriculum, quality assured at this level by the accrediting authority under the Australian Qualifications Framework or equivalent. The dovetailing of the SACSA Framework and external curricula is achieved in two ways. First, the concepts and processes central to both individual Learning Areas and to whole-of-curriculum learning experiences continue to be developed in increasing sophistication through the curriculum offerings accredited by external agencies. Second, teachers continue to develop the Essential Learnings in all of the varied curriculum taken by students in Years 11 and 12. This latter process is represented in the SACSA Framework by the Year 12 Standards, which describe the Essential Learnings as qualities of students at the end of Year 12, developed within students’ learning programs whether they be SACE, VET or other appropriate Year 12 level curriculum.

Integrating the Essential Learnings throughout the curriculum to assist with curriculum planning

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 Senior Years Band integrate the Essential Learnings into learning tasks in ways which are appropriate to their students and contexts. Literacy, numeracy and information and communication technologies are key dimensions used. In the Senior 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 the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.
2. IDENTITY: critically understanding and developing personal identity, group identity, and relationships, and acting to shape these, including:

- developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
- understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
- taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
- relating and working productively with a diverse range of people.

3. INTERDEPENDENCE: developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:

- understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing
- understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities
- synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments
- fostering partnerships with employers, schools, local communities and agencies.

4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:

- developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures
- using multiple ways of thinking to discover, construct and deconstruct meaning
- actively processing complex and competing sets of information
- extending the complexity of connections among ideas in technological, social, economic and cultural environments
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative 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 its technologies, including:

- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts
- communicating abstract ideas and concepts
- developing arguments; understanding position, bias, alternative meanings
- increasing metalinguistic* awareness and use
- understanding the relationship between language and power
- communicating powerfully and persuasively in a range of contexts.

* the investigation of the relations between language and its cultural context
In the Senior Years Band, as in all other Bands, literacy, numeracy and information and communication technologies (ICTs) are key dimensions of all the Essential Learnings, but particularly 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 Senior Years**

In the Senior Years the contexts of learning are broad and varied. Learning is as likely to occur in non-school settings, such as in workplaces and community settings, as in schools. Indeed, there is an increasing blurring of the boundaries between formal and informal education as students continue to develop and practise skills and habits of lifelong learning. One of the ways in which this breadth of learning is realised is through engagement in Enterprise and Vocational Education programs.

The Key Competencies and enterprise attributes determine ways of approaching and refining activities, and establish criteria for evaluating processes and outcomes to improve student performance. They foster in students capabilities to manage change flexibly, by identifying and assessing opportunities and applying strategic decisions to manage risk in their personal, social and working lives. Such learning builds on insights from past and present experiences, and is transferred to community and work contexts through student initiated activities.

Students manage and evaluate a full range of work transitions or pathways relating to training, education, career and employment decisions within local and global communities. Many students in the Senior Years engage in Vocational Education and Training (VET) which include nationally accredited and industry-specific programs. These foster competencies endorsed within the National Vocational Education and Training Framework, and provide a credential within the Australian Qualifications Framework. The five elements of vocational learning continue to be developed throughout the Senior Years.
Implications for teaching, learning and assessing in the Senior Years

Teachers use the Senior Years Band and a range of external curriculum sources to construct curriculum appropriate to the learners they teach and consistent with the constructivist learning and teaching theories upon which the SACSA Framework is based. Thus, teaching, learning and assessing in the Senior Years Band is characterised by:

- a learning environment, culture and ethos that acknowledges learners as young adults and adults
- learning and assessment often occurring in the community, in industry and other work environments
- supportive learning and assessing environments that recognise and value students’ involvement in training, work and community responsibilities
- students increasingly directing their own learning and learning independently
- online learning increasingly managed by students
- learning and assessment that is increasingly specialised according to student needs and possible future patterns of education, training and work
- increasing student self-evaluation, monitoring and goal setting in the learning and assessment process
- students understanding and practising a full range of assessment techniques and skills, including those related to competency-based, criterion-referenced and examination systems
- evidence of learning being collected according to the set requirements of relevant accreditation agencies
- students collecting, organising and selecting formal qualifications and other evidence of personal abilities, skills, attributes, experience and knowledge to suit specific purposes
- students increasingly applying their learning to life situations to successfully operate in the context of lifelong learning.
Arts

Introduction

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

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

Learning in arts engages children and students in satisfying, lifelong involvement and pleasure. The richness of meaning expressed in arts works serves both to generate intellectual rigour and demonstrate a sense of self-worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand and critique society and imagine better worlds. They develop non-literal languages and discover subtle ways of communicating through metaphor and innuendo. Such learning engages their intellect and creativity; enables them to become active, creative problem-solvers; and offers opportunities to access alternative modes of thinking and feeling that are specific to each arts form.
In dance, for example, children and students learn not only to control their bodies in expressive movement but to interact socially in proximity to others. In drama the skills of interpersonal communication can be developed to describe imagined situations or to make social comments. Analysing and producing media sharpen learners’ critical awareness of underlying media messages. Music is part of daily living and learners gain immense satisfaction from acquiring competency in music making and appreciation. In visual arts children and students learn to represent reality and imagination in skilful ways and to express their personal feelings, thus developing a sense of self. They also learn to interpret visual information and to use two and three dimensional forms and images to communicate and represent ideas. Emergent and combined arts forms enable learners to use information and communication technologies to represent ideas in ways that have never before been seen or heard, and to design interactive pathways as alternatives to linear storytelling common in traditional arts works.

The arts Learning Area aims to develop in all students:

- dispositions and capacities to understand and engage in creation/re-creation and presentation/performance in each of the major arts forms of dance, drama, media, music and visual arts; as well as combinations of these arts forms and those that are newly emergent
- aesthetic understanding by critically responding to and confidently communicating their analyses of arts works
- a contextual perspective for considering and valuing the relationships and interconnections which exist 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.
Arts

Curriculum Scope and Standards

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

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

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

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

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

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

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

Design in arts

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

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

Literacy, numeracy and information and communication technologies in arts

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

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

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

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

**The connection between Standard 5 and the Year 12 Standards in arts**

The following Senior Years Scope in arts is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in arts will be drawn from more specialised units/curriculum statements provided by external sources (eg Senior Secondary Assessment Board of SA, Vocational Education and Training). The connection between these courses and the SACSA Framework is provided by the Essential Learnings, which teachers integrate into the students’ learning programs.
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.

In the Senior Years of schooling, students choose a focus for their work in arts and thus have the opportunity to develop more specialised understanding in their chosen arts form(s). KC1 They have an awareness of their own capacities, and their subject choices may be based on their skills and talents, their prior knowledge and experiences, an area of interest, or career preferences. Having developed a preference for working in an arts form or combined forms, they explore the aesthetic potential and limitations of the materials and techniques of a chosen medium, be it aural, kinaesthetic, visual and/or tactile. KC1 Choices may also have an increasingly vocational focus and provide opportunities for students to develop sophisticated options in preparation for the world beyond school, including university study, training programs, paid or unpaid work, voluntary work and community work. Id • T • KC1

When students in the Senior Years are given opportunities to generate and refine their own arts ideas, they develop a positive sense of self, a capacity for expressing personal vision and opinion, and an outlet for natural talents. KC1 They use sustained approaches to their work, enabling them to explore and develop ideas, and may produce several versions or interpretations of an arts work in pursuit of one idea. KC6 They challenge prevailing values and explore alternative solutions by being imaginative, taking risks and extending the limits of the arts form itself. Their ideas, visions and inspirations are increasingly influenced by personal interpretations of social, cultural and political issues. Id • T • C • KC6

In specialist subjects students learn specific technical skills in order to develop innovative arts works or to interpret arts works with authority. In using sustained and refined technical skills, students develop the confidence and commitment needed to extend their range and capabilities. KC3 • KC6 At the same time they may push the aesthetic potential of an existing or emerging arts form. They control the tools and technologies of arts practice, such as sound and lighting desks, kilns and computer-aided design software and hardware; and control their own technical skill in the playing of a musical instrument, or the use of the body in dance or physical theatre. KC7 Students explore and use emergent technologies both as tools and as themes in their arts practice. KC7 They develop an understanding of the impact of new technologies on arts practice, and gain the confidence to explore emergent technologies, by having frequent opportunities to access them and expert guidance in testing their limits.
They produce arts works that are often raw, exciting, innovative and energetic for a range of general public audiences/viewers/users and purposes, or with a particular viewer or audience member in mind. KC3 • KC6 Students understand the interconnectedness of roles and responsibilities of individuals and groups in society, and learn to apply this insight to the relationships formed at different stages of the creating and production processes in arts. KC3 • KC6 They undertake challenging, extended projects that require sustained work, individual commitment and/or team effort, and benefit from opportunities to collaborate with practising artists. KC4 They may present a series of works rather than single arts works, introducing an element of complexity in the way the works communicate meanings as an interrelated set. KC2 Their confidence is enhanced by identifying and initiating opportunities to successfully present their arts works to peers, the local community, the public and online communities, especially when cultural events and festivals present chances for statewide, national or international participation. C • In • Id • KC2 • KC7

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

Students base their arts works on personal inspirations, ambitions, insight and foresight underpinned by research and reflection on contemporary arts practice and local, global, economic, social and cultural issues. They may demonstrate a preference to work in one of the major arts forms or to specialise in one aspect of an arts form. \( \text{Id} \cdot \text{In} \cdot \text{C} \cdot \text{KC1} \)

This includes such learning as:

- using improvisation and intuitive arts practice to plan and organise arts elements in innovative ways and self-consciously explore personal issues of relationships (with other people and natural/social environments), ambitions and identity \( \text{C} \cdot \text{Id} \cdot \text{KC3} \cdot \text{KC6} \)
- creating art works to match the purpose and context of a performance, interactive multimedia presentation, program, display or exhibit; and undertaking extended projects that require sustained work commitment, challenge and reflection \( \text{Id} \cdot \text{T} \cdot \text{KC3} \cdot \text{KC6} \cdot \text{KC7} \)
- producing a diversity of arts works and responding to one idea by envisaging multiple versions \( \text{T} \cdot \text{KC2} \cdot \text{KC6} \)
- exploring a social or environmental issue, which is presented to others and appraised for its artistic merits and its social/environmental comment or cultural standpoint \( \text{In} \cdot \text{C} \cdot \text{KC1} \)
- use a knowledge of the ideas, techniques and practices pursued by contemporary artists/performers in each arts form to produce arts works which are intuitive, imaginative and reflect personal vision. \( \text{Id} \cdot \text{T} \cdot \text{KC2} \cdot \text{KC6} \)
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.

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
- 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
- prepares a radio program to inform people about a council plan to redesign a park in the local area
- prepares an arrangement of a nursery rhyme or simple folk tune in a rap style for an audience of young children
- works collaboratively and uses creative thinking techniques to design masks and set props for a school performance on the theme of Australian identity

5.1

Uses imaginative thought, and an analysis of arts practice, styles, forms and genre to create/re-create arts works within each arts form that explore social, cultural and/or environmental issues.

Examples of evidence include that the student:

- works collaboratively to change the setting and costuming of a dance from traditional to contemporary
- devises a character based on study of a youth subculture (e.g., skaters, surfers) with a range of peer audiences in mind
- works collaboratively to improvise dialogue and develop a script for a video to challenge stereotypes seen in a film or television program
- documents in an electronic journal thoughts and ideas in creations or re-creations of musical works
- develops a personal style for visualising ideas using computer software

The Year 12 Standards for arts comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Art Practical
  - Craft Practical
  - Dance
  - Dance Performance and Theory
  - Design Practical
  - Drama
  - Drama Studies
  - Music
  - Visual Arts Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**Strand: arts practice**

_Students work independently to develop their knowledge of styles, forms and conventions associated with each arts form. They demonstrate control of arts skills, integrate techniques, and develop effective operational use of technical equipment and other arts tools._

They are discerning in their control of the technological aspects of arts practice, and engage in complex and critical thinking processes in the creation and re-creation of arts works._

T • C • KC7

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

- demonstrating a capacity for refining work for public performance, exhibition or display. They give presentations/performances that skilfully convey intentions to specific audiences and make innovative use of promotion conventions C • KC1 • KC2 • KC6
- developing proficiency in the use of techniques, and exploring the limitations and potential of the materials and techniques involved T • KC1
- developing expertise in multimedia techniques and in a discrete arts technology of their choice Id • C • KC7
- drawing from a wide range of arts skills and techniques, and from a repertoire of technological and mathematical skills, in designing, creating and presenting arts works C • KC1 • KC6 • KC7
- confidently exploring and using interactive multimedia arts works and emergent online technologies for production and distribution of their work T • C • KC1
- working with practising artists and groups to develop techniques with personal style In • C • KC4
- exploring and experimenting in a wide range of styles, forms and mediums in order to make choices about their arts ideas, and assessing the aesthetic potential of a medium T • KC1 • KC3 • KC6
- integrating, controlling or redesigning/reconstructing conventions in order to enhance and refine ideas. They employ their specialised understanding of arts practice in order to produce works using combined arts forms T • KC3 • KC6
- demonstrating an understanding of promotion conventions, interests and biases; and working within constraints such as copyright, codes of practice and classification systems to select appropriate conventions when creating/re-creating arts works In • KC1
- employing specialist language and terminology; identifying specific features, and demonstrating control of skills and techniques specific to each arts form and combinations thereof, including those listed on page 22, in the development and production of arts works/productions.
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.

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 • C • 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 • C • 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 • C • 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 • C • KC2
- manipulates images and colours to design logos for selected clients (eg sports or music group) Id • T • C • 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 • C • 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 • C • 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 • C • KC3 • KC6
- creates effective multimedia arts works that combine images, text, movement, light and sound for a range of audiences. T • C • KC3 • KC6

Year 12 Standards

The Year 12 Standards for arts comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Art Practical
  - Craft Practical
  - Dance
  - Dance Performance and Theory
  - Design Practical
  - Drama
  - Drama Studies
  - Music
  - Visual Arts Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Language, features, skills and techniques of each arts form

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<th>Drama</th>
<th>Media</th>
<th>Music</th>
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Strand: arts practice

Students make choices according to their talents and preferences to specialise in one or more arts forms, or combinations thereof. They adopt different roles, individually or in teams, and responsibilities, as appropriate, at different stages in the creative process to present/perform effectively to a diversity of audiences/viewers/users. *In • C • KC2 • KC4*

This includes such learning as:

- communicating ideas and information that make a difference in the communities they are part of, in a variety of contexts and styles that challenge dominant viewpoints and structures *In • C • KC2*
- developing or adapting performances/presentations or interactive multimedia arts works that build future scenarios, and considering the future from ethical, aesthetic, emotional, economic and intuitive perspectives *F • KC3 • KC6*
- effectively using performance and presentation practices, codes and conventions to tailor performance/presentation to suit specific audiences/viewers, including representation of marginal social and cultural groups *In • T • KC3*
- understanding that an individual’s function within the production process is crucial to a successful performance/presentation, by demonstrating appropriate ways of relating to others in a range of learning, social, cultural, civic or work contexts *Id • KC1 • KC4*
- appropriately selecting opportunities for communicating ideas and information through a range of modes of performance/presentation and/or interactive multimedia arts works at statewide, national and international events/arts festivals, to online global communities and to the general public *C • KC2 • KC7*
- working with practising artists to perform/present collaborative works jointly. *Id • KC4*
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 (e.g., modern dance for a youth festival event, jazz ballet for a 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 (e.g., 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 • 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 (e.g., a narrative dance for a group of young children) C • In • T • 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 C • In • T • 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 C • In • T • KC3 • KC6
- contributes as a member of an ensemble (e.g., performer, leader, conductor, soloist, entrepreneur) to promote and present a music event for general public audience C • In • T • 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. C • In • T • KC3 • KC6

Year 12 Standards

The Year 12 Standards for arts comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Art Practical
  - Craft Practical
  - Dance
  - Dance Performance and Theory
  - Design Practical
  - Drama
  - Drama Studies
  - Music
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- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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 performances, meeting artists, and seeing original works of art and the workplaces or studios of artists in their communities.

By reflecting on their own and others’ arts works, Senior Years students are involved in interpretation, comparison and critique. KC1 They engage in analysis as they describe, judge, value and challenge arts works and the sociopolitical structures that influence certain arts practices. KC1 • KC6 As critical thinking skills are honed, artistic understanding, aesthetic values and discernment develop. They learn to ask questions about dominant views and structures in societies, both locally and globally, and explore issues of power and vested interest. C • Id • KC1 • KC6

Students in Senior Years arts experience arts works as discerning audience members, viewers and consumers in public and private circumstances. They may attend cultural events, concerts, plays, films and exhibitions of visual arts works in the public arena; view videos; listen to portable sound players; or search the Internet for film previews. KC7 The arts works can be real-life, virtual or media programs such as videos, films, CD-ROMs, broadcasts or online productions. KC7 They may be drawn from local, state, national or international cultural events or festivals. These rich experiences give them a wide knowledge base for analysis and response when combined with opportunities within formal schooling. KC1 In responding to these arts works, students are demonstrating 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. KC1 They engage their interpretive skills in the styles of thinking specific to their chosen arts form(s). KC1 They experience real or virtual meetings with artists and their workplaces and studios, which may provide direction for future involvement. C • In • F • KC1 • KC7

Using their extensive arts literacy and numeracy, along with the contextualising structures they have built, they discuss their own and others’ arts works confidently, with close attention to detail, offering constructive criticism when they judge this to be appropriate. KC1 • KC2 • KC5 They use precise terms from their chosen arts form(s) to examine social and cultural values, and meanings, of the ways that arts works are constructed, challenged and reconstructed through arts practices.
These methods of analysis are complemented by writing, sketching or using other forms of notating to document their thinking, ideas and opinions in their diaries, electronic portfolios, process journals and through the development and production of critical essays. KC1 • KC2

By reading and listening to arts experts—making use of a variety of written, video, broadcast and online resources—they deepen their facility with the language and symbol structures surrounding arts practices. Confidence in expressing their own responses and analyses is the basis for critical examination of the preferences, biases and interests of critics and arts patrons, including government funding bodies and multinational corporations. C • T • In • KC1

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

Students draw from independent research to make and justify choices for attendance/participation at performances/presentations/multimedia arts works. KC1 They adopt multiple frames of reference and employ extensive, specialised arts language to critically analyse and compare their own arts works and those of others. Id • T • C • KC1 • KC2

This includes such learning as:

- making informed choices and judgments based on values and moral/ethical considerations, and justifying and articulating personal preference for attendance at performances/presentations/online interactive sites Id • KC1 • KC2
- employing specialised understanding of conventions and inquiring critically about a production/presentation, its purpose and vested interests, in order to deepen their knowledge of arts practices and methods of communication within each arts form In • C • T • KC1
- conversing confidently, by establishing rationales and criteria and using arts terminology specific to each of the arts forms, to constructively criticise their own and others’ arts works T • C • KC1 • KC2
- extending their experiences as audiences/viewers/users to a further understanding that selection of a subject for arts works in each of the arts forms conveys meaning powerfully, and can make an impact on people, places, cultures and beliefs within local and global communities In • KC1
- setting out formal responses in written reviews, critical essays and extended discussions, using specialised arts language and keeping process journals. They describe how an arts work was made, and analyse and appraise the techniques, processes and technologies used, and influences involved T • C • KC2
- considering their future roles as consumers and producers of arts by recognising the way different arts forms are combined, examining how this is achieved, and evaluating the effectiveness of these arts forms F • T • KC1
- analysing the value of one or more arts works by making critical judgments about different versions of their own and others’ arts works within each of the arts forms. They understand the value of reflection and evaluation as a means of improving interpretation and arriving at effective solutions T • Id • KC1 • KC6
- analysing personal, cultural and vocational aspects of performances/presentations in order to define choices and make plans for personal involvement in education and training in the arts within a chosen arts form. Students appraise alternatives for future options and pursuits. F • In • KC1 • KC3 • KC6
- justifying/critiquing their own and their peers’ arts works with regard to purpose in order to sharpen critical judgment for purposeful future arts works Id • T • C • KC2
- analysing the ways in which arts works can reflect stereotypes and bias, and convey dominant and biased ideas and practices (eg stereotypes based on gender constructions). Id • C • KC1
4.4

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

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

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.  

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 • KC3
- 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  
  Id • T • C • KC1 • KC2 • KC7
- 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

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- Interdependence
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- Communication.

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**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 communities.

KC4 Through the study of histories students come to realise that contemporary arts in Australia reflect a diversity of traditions. The arts shape cultural identity and affirm, challenge and give life to beliefs and traditions. Studies in the cultural, social, contemporary and historical aspects of an arts work or practice develop learners’ knowledge and understanding of how people think and the different means by which they communicate such thinking. C • KC1 • KC2

For Senior Years students, the arts are deeply interwoven with current social attitudes and values: people are major consumers of arts through popular contemporary forms of arts and culture. Analysis of arts and cultural works in different contexts raises students’ awareness of the intrinsic role of arts in many aspects of daily life, and helps them integrate their understanding of the arts in society. In • KC1 • KC3

Students in the Senior Years know that arts practice exists in a wide variety of forms that serve a diversity of purposes, ranging from personal aesthetic expression, social and political comment to social pastime and sacred rite, and that the richness of society depends on that variety. At this stage, they are also capable of appraising the economic significance of arts in Australian society, and recognising that there are personal opportunities for employment, vocational training and ongoing tertiary study, as well as lifelong enjoyment. KC1 Students explore the contexts and characteristics of the life and works of arts practitioners and, by identifying purposes for the works of others, they give their own arts practice the chance to broaden. KC1 They respond well to opportunities to discuss arts works with artists, or to chat online to investigate purposes for a wide range of arts activities in the wider community. KC1 • KC2

These students refine their cultural perspective for considering and valuing the arts in different contexts by examining broader perspectives beyond their immediate community. KC1 Through independent research of arts in the wider Australian and global communities, they develop a rich knowledge base about arts from many times and places, and from diverse cultures. KC1 They engage in programs that promote understanding of diversity in arts in the present time, and develop a sense of the ways in which they and others in the world are connected through arts. KC1 They analyse evidence, gathered throughout their earlier learning, that arts and cultural practices have operated as expressive symbol systems throughout recorded time, and construct their own theories about historical contexts and possible precedents for current arts forms and cultural practices. In • C • KC1 • KC2

At this stage students follow specialised studies of chosen artists and arts forms in depth, and take an independent interest in contemporary Australian arts, and contemporary arts generally. They carry out research and may present their findings to peers as a means of broadening each other’s knowledge base of contemporary arts. Such studies lend weight and ‘edge’ to their own arts practice. KC1 • KC2

Students who sense a connection with contemporary arts practice may derive enough enjoyment and personal satisfaction to maintain a lifelong involvement. In • F

Following are the Key Ideas that comprise the arts in contexts strand.
Students examine the work of a diversity of Australian contemporary artists/performers working in each arts form to understand the ways in which social attitudes, economic and local and national artistic traditions impact on arts practice. From a close analysis of, and/or contact with, contemporary Australian artists/performers, they learn about work in the arts industry and consider its potential for vocational pathways or as a community involvement.

This includes such learning as:

- researching, critically analysing and reporting on the works of contemporary Australian artists and government and industry peak arts funding bodies, to deepen their knowledge of contemporary arts practice and inform their own arts works
- independently conducting and presenting research, including representing data, on contemporary arts practice, arts analysis and contextual studies. Students trace the influence of the cultural works of Aboriginal and Torres Strait Islander peoples to inform their own arts practice
- applying knowledge of purposes for arts works in the generation and creation/re-creation of such works in emergent or hybrid forms
- examining the arts practice of contemporary artists/performers to understand that these artists often create arts works to challenge dominant viewpoints and generate alternatives
- predicting trends in future arts practice by imagining alternatives and critiquing communication technologies used for distribution of arts works
- analysing practices in the arts industry as a basis for making vocational choices and for identifying a range of education and training pathways available in the arts industry, and in voluntary community activities in the arts
- appraising and reporting on the changing nature of the work environment and its effects on artists’ paid and unpaid work when predicting alternatives and constructing preferred futures
- assessing and evaluating the range of further education, training, career options and work pathways in their chosen arts form(s), by setting and reflecting on short- and long-term goals.
At Standard 4, towards the end of Year 8, the student:

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 the different styles, techniques, features and focus of works offered and researchers the work of individual performers
  \( \text{Id} \cdot \text{In} \cdot \text{T} \cdot \text{KC1} \cdot \text{KC2} \)
- investigates drama performances presented in the local community; lists those given; discusses the appeal of these works to different audiences and community groups
  \( \text{In} \cdot \text{C} \cdot \text{KC1} \cdot \text{KC2} \)
- discusses music made/presented within the community; considers the cultural and historical traditions influencing these works (e.g. military events, marriage ceremonies, worship, leisure rituals) and summarises research in a short compilation audiotape
  \( \text{F} \cdot \text{In} \cdot \text{T} \cdot \text{KC2} \)
- 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)
  \( \text{In} \cdot \text{T} \cdot \text{KC1} \)
- investigates particular vocational options within each of the arts forms in contemporary Australian arts practice.
  \( \text{Id} \cdot \text{In} \cdot \text{T} \cdot \text{KC1} \)

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

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
  \( \text{In} \cdot \text{T} \cdot \text{KC1} \cdot \text{KC2} \cdot \text{KC7} \)
- conducts independent research into the availability of contemporary drama performance, managerial and technical positions, and career pathways/opportunities
  \( \text{In} \cdot \text{T} \cdot \text{KC1} \)
- 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
  \( \text{In} \cdot \text{T} \cdot \text{KC2} \)
- 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
  \( \text{In} \cdot \text{T} \cdot \text{KC2} \)
- conducts independent research (online, offline) into the contribution of artists and designers within Australian communities, as a basis for their own visual arts and/or design works.
  \( \text{In} \cdot \text{T} \cdot \text{KC1} \cdot \text{KC6} \)

Year 12 Standards

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- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students analyse and use knowledge of a diversity of cultures to make global connections through communication technologies and develop an understanding of a diversity of cross-cultural and traditional arts practices. In • T • C • KC1 • KC7

This includes such learning as:

- identifying genres and styles, forms, conventions, themes, mediums, elements and approaches in individual arts works that indicate particular cultures, including articulation of cultural differences through the identified aspects In • T • C • KC1 • KC2

- analysing and critiquing the use of technologies, in different historical periods, by cultural and subcultural groups in local and global contexts. Students use insights gained from the examination of arts practices from past and present times in the generation of their own arts works F • T • C • KC1 • KC3 • KC6

- independently using libraries, electronic databases, CD-ROMs and virtual galleries to access learning resources concerning cross-cultural and traditional arts practices, and to link with international arts centres, networks, online arts websites and discussion groups In • C • KC1 • KC7

- articulating the diversity in arts practice throughout recorded time to reflect their deepening understanding of the importance of arts to cultural identity Id • F • C • KC2

- analysing historical and cultural knowledge to reflect critically on current social attitudes and values towards arts practice in a global context in order to plan for, and take action in response to, changing political, social and environmental circumstances F • C • KC1 • KC3

- identifying and understanding the impact of political and ideological expression and persuasion, propaganda, affirmation/challenge of values, vehicles for ethical issues, cultural tourism, education and training, and economics (arts industry) influence on social attitudes towards the arts and arts practice In • C • KC1

- understanding that different cultures use different and potentially conflicting paradigms in consideration of arts works or cultural works. In • 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 • KC3 • KC5

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 F • In • C • KC1 • KC5
- 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 In • T • C • KC1 • KC2 • KC7
- 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) In • T • C • KC1 • KC2 • KC5 • KC7
- 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) F • In • C • KC1 • KC5
- compares artworks (paintings, drawings, sculptures, design: jewellery, clothing and multimedia) from different cultures and times to trace influences and identity 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 arts works from different cultural settings and across arts forms, and communicates understandings in written and/or practical form. In • C • KC1 • KC2 • KC5 • 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 In • C • KC1 • KC2
- independently researches a selection of culturally diverse drama production methods, and presents a descriptive report In • C • KC1 • KC2 • KC7
- conducts independent research (online, offline) into media arts works (advertisements, television programs) that demonstrate characteristics which connect them with specific cultural groups In • C • KC1 • KC2
- conducts independent research and describes and discusses variety in musical expression, across cultures and subcultures, and from different eras In • T • C • KC1 • KC2
- 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 • KC6

Year 12 Standards

Year 12 Standards for arts comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Art Practical
  - Craft Practical
  - Dance
  - Dance Performance and Theory
  - Design Practical
  - Drama
  - Drama Studies
  - Music
  - Visual Arts Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
ARTS — Senior Years Band Overview

**SCOPE:**

**Key Ideas**

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (eg SHIP students in the Middle Years).

**STANDARD 4 OUTCOMES**

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

- 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 • KC3**
- 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**

**STANDARD 5 OUTCOMES**

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

- Uses imaginative thought, and an analysis of arts practice, styles, forms and genre to create/re-create arts works within each arts form that explore social, cultural and/or environmental issues. **Id • In • C • KC1 • KC6**
- 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**

**YEAR 12 STANDARDS**

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.

- The Year 12 Standards represent the level of performance expected of students at the end of Year 12.
- Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

This external curriculum is defined by:

(a) **SACE Curriculum Statements**

- The SACE Framework and SACE Curriculum Statements articulate—
  - The arts area offers the following: Arts Practical, Craft Practical, Dance, Dance Performance and Theory, Design Practical, Drama, Drama Studies, Music, Visual Arts Studies

1. **FUTURES:** developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. **IDENTITY:** critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.

continued
### Strand: ARTS PRACTICE cont

<table>
<thead>
<tr>
<th>Key Ideas:</th>
<th>3. INTERDEPENDENCE: developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students make choices according to their talents and preferences to specialise in one or more arts forms, or combinations thereof. They adopt different roles, individually or in teams, and responsibilities, as appropriate, at different stages in the creative process to present/perform effectively to a diversity of audiences/viewers/users.</td>
<td>understanding issues of human and community wellbeing and identifying action that supports local and global wellbeing</td>
</tr>
<tr>
<td><strong>4.3</strong> Works as an individual, or in groups to refine and shape presentations/performances for a specific purpose and for different groups of audiences/viewers.</td>
<td>understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities</td>
</tr>
<tr>
<td>In • C • KC1 • KC2 • KC4</td>
<td>synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments</td>
</tr>
<tr>
<td><strong>5.3</strong> 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.</td>
<td>fostering partnerships with employers, schools, local communities and agencies.</td>
</tr>
<tr>
<td>In • C • KC2 • KC4</td>
<td><strong>(b) VET National Training Packages</strong></td>
</tr>
<tr>
<td>This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.</td>
<td><strong>In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.</strong></td>
</tr>
</tbody>
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### Strand: ARTS ANALYSIS AND RESPONSE

<table>
<thead>
<tr>
<th>Key Ideas:</th>
<th>(c) Other Year 12 Level Curriculum</th>
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<tbody>
<tr>
<td>Students draw from independent research to make and justify choices for attendance/participation at with performances/presentations-multimedia arts works F • In • T • C •</td>
<td><strong>This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.</strong></td>
</tr>
<tr>
<td>They adopt multiple frames of reference and employ extensive, specialised arts language to critically analyse and compare their own arts works and those of others.</td>
<td>In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.</td>
</tr>
<tr>
<td><strong>4.4</strong> Describes the purpose of a diversity of performances and presentations/interpretations, recognises the values and beliefs embedded within each, and uses specialised arts terminology to communicate and explain personal preference. T • C • KC2</td>
<td><strong>(e) Other Year 12 Level Curriculum</strong></td>
</tr>
<tr>
<td><strong>5.4</strong> 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. T • C • KC3</td>
<td></td>
</tr>
</tbody>
</table>

### Strand: ARTS IN CONTEXTS

<table>
<thead>
<tr>
<th>Key Ideas:</th>
<th>4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:</th>
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<tbody>
<tr>
<td>Students examine the work of a diversity of Australian contemporary artists/performers working in each arts form to understand the ways in which social attitudes, economic and local and national artistic traditions impact on arts practice. From a close analysis of, and/or contact with, contemporary Australian artists/performers, they learn about work in the arts industry and consider its potential for vocational pathways or as a community involvement. F • In • T • C •</td>
<td>developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures</td>
</tr>
<tr>
<td>Students analyse and use knowledge of a diversity of cultures to make global connections through communication technologies and develop an understanding of a diversity of cross-cultural and traditional arts practices. In • T • C • KC1 • KC7</td>
<td>using multiple ways of thinking to discover, construct and deconstruct meaning</td>
</tr>
<tr>
<td><strong>4.5</strong> 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. F • Id • T • KC1</td>
<td>actively processing complex and competing sets of information</td>
</tr>
<tr>
<td>Students analyse and use knowledge of a diversity of cultures to make global connections through communication technologies and develop an understanding of a diversity of cross-cultural and traditional arts practices. In • T • C • KC1 • KC7</td>
<td>extending the complexity of connections among ideas in technological, social, economic, political and cultural environments</td>
</tr>
<tr>
<td><strong>4.6</strong> 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 • KC8 • KC7</td>
<td>generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative solutions.</td>
</tr>
<tr>
<td><strong>5.5</strong> 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. F • In • T • KC1 • KC2</td>
<td>5. COMMUNICATION: developing knowledge, skills and dispositions required to construct and deconstruct meaning, and to critically understand and use the power of communication and its technologies, including:</td>
</tr>
<tr>
<td>Students analyse and use knowledge of a diversity of cultures to make global connections through communication technologies and develop an understanding of a diversity of cross-cultural and traditional arts practices. In • T • C • KC1 • KC7</td>
<td>receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts</td>
</tr>
<tr>
<td><strong>5.6</strong> 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</td>
<td>communicating abstract ideas and concepts</td>
</tr>
</tbody>
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* the investigation of the relations between language and its cultural context.
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 technology, electronics, engineering, food, genetics, media, robotics, textiles, viticulture). The three strands are:

- critiquing
- designing
- making.

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

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

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

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

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

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

The connection between Standard 5 and the Year 12 Standards in design and technology

The following Senior Years Scope in design and technology is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in design and technology will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students' learning programs.
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. *T* • *KC1* • *KC3* Children critique to evaluate their own progress when designing and making. *KC6* This is ongoing and becomes a ‘way of working’ for the learner before, during and after designing and making.

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

Students in this Band have increasing responsibility for their personal organisation and learning. They also gain and express deeper understandings of personal, social and ethical participation in the wider community, and as global citizens. *In* • *KC2* • *KC3*

Students of design and technology are equipped to critically deconstruct products, processes and systems that are around them. They develop critical capacities to look at technologies of the past and identify their consequences. They speculate on those of the present and suggest what might have been unanticipated consequences. They bring together broad knowledge of technologies and a methodology of critical inquiry in order to identify possible future technologies and their consequences. *KC1* • *KC6* • *KC7* Students identify points of confluence of technologies past and present, and suggest possible new confluences which may bring new futures. *F*

When students critically examine designs and technologies in the Senior Years, they expose effectively the values behind every phase of their development. They assemble sophisticated arguments in advocacy and defence of their own proposals. *C* • *KC2* They explain technologies in terms of human power and depersonalisation, and recognise the contested relationships between technologies, displacement and management in the workplace. *Id* In the Senior Years they discern and communicate ethical reasoning in the context of designs, technologies and people. They develop philosophical understandings of technology in terms of existentialism and/or technological determinism. *Id* • *In* • *KC2*

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

Students deconstruct technologies in order to expose the values which lie behind the intentions, design and manufacture of products, processes and systems. They critically examine the consequences of past technologies, and speculate on and explain the consequences of present and future technologies and their capacities to shape human existence.

This includes such learning as:

- critically analysing, including data interpretation, how technologies can lead to far-reaching changes in cultures, communities, societies and environments
- conducting effective product analysis and product autopsy, in order to assemble arguments on ethical issues in design and technology, and debate these defensibly
- advocating and defending, in the light of criticism, their own ideas and design proposals
- interrogating their own beliefs and possible bias about technologies and technological practice
- reviewing and evaluating the potential of nanotechnologies, genetic engineering, interactive design software products, and robotics to displace humans in contexts of work, consciousness and existence
- appraising and challenging aspects of past, present and future technological practice (eg gender discrimination and cultural bias, displacement, dehumanisation and depersonalisation)
- critiquing their own interests, skills and technological practice when considering their future involvement in personal working and democratic life.
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
  T C In KC2 KC3 KC6
- explains why there are many varieties of the same kind of product (e.g., milk-based products, kitchen devices, cameras, clothing items). They find ways of discriminating amongst them, and suggest reductions or refinements of the market
  T C In 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
  T C In KC1 KC2 KC6
- explains the functions of, and relationships between, the parts of different electronic or mechanical products and systems. They speculate on alternative scenarios (e.g., adaptations of current designs, life without such a product or system)
  C In F 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 (e.g., 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
  C Id In F KC2
- critiques the key issues (e.g., 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
  In F 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
  T C In F 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
  T In Id F 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
  C Id In 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
  C In KC1

Year 12 Standards

The Year 12 Standards for design and technology comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Information Processing and Publishing
  - Information Technology
  - Information Technology (VET)
- Information Technology Studies
- Technology
- Technology Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**Strand: designing**

Designing is, of essence, about change and choice-making. To design is to change one set of circumstances into another and, in so doing, choices have to be made. The decisions faced when designing involve complexity and holistic thinking as there are many factors to consider. T As students gain confidence as designers, they realise that they can personally effect change. F • KC6

Designing involves imagination and creativity to make proposals and choices about new ideas for products, processes and systems. T • KC6 All students learn a rich variety of design strategies for meeting needs that have been identified by them, their teachers or their communities. Id • KC6 These needs are often expressed through a design brief. KC3 There are many ways of designing and they frequently involve weighing-up competing variables (eg resources, values, aesthetics, ethics, techniques and knowledge). When students design they draw on a wide spectrum of thinking and creative capacities to plan, generate, synthesise and realise ideas. T • KC1 • KC3 • KC6 They record and communicate this thinking and their design proposals using a wide range of communication techniques (eg oral, performance, notational, textual, mathematical, digital, graphical, virtual or three-dimensional presentations). C • KC2 • KC5 • KC7

When students in these years design they are effective change-agents. In their prior learning they have developed a repertoire of strategies to identify, manage and resolve problems. They are now able to engage with complexity, being adaptive, creative and enterprising in their work. T • KC6 However, students also blend the qualities of appropriateness, elegance and simplicity in their designing. In

Students in the Senior Years effectively communicate and interpret the designed and made world. C • KC2 They critically evaluate style, forms, sources and presentation of information, and information products, against design and production requirements. KC1 • KC2 They develop and use specialised techniques to create and transmit information that meets commercial, business and community standards. T They transmit detailed information regarding their own designs, as well as read and interpret the designs, drawings, plans and specifications of others. Students’ application of literacy and numeracy skills, and operational and critical understanding of information and communication technology skills, in the Senior Years is powerful. They are effective designers who use literacies in complex and interacting ways in their designing, and in relating their designs to the wider world. C • KC1 • KC2 • KC5 • KC7

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

Students are self-managing designers who bring together experience, self-knowledge and appropriate design strategies to create ethically defensible products, processes and systems. **Id • In • T • KC1 • KC6**

This includes such learning as:

- maintaining a design consciousness of positive and negative impacts on individuals and communities, and devising strategies for lasting equitable outcomes **T • In • F • KC6**
- operating strategically, with care and foresight, and using flexible design processes to plan and manage multifaceted design projects which are of value to diverse cultural groups **T • Id • In • KC3**
- investigating and comparing community and industrial design practice in order to improve their own design capabilities to effect desirable change **F • KC1**
- designing effectively, and at all times aspiring to ethical, socially and environmentally sustainable principles, while pursuing such design goals as appropriateness, simplicity and elegance **In • T**
- searching continually for new ideas, and challenging orthodoxies of practice, to generate appropriate product, process and systems designs **T • Id • F • KC6**
- being self-critical, innovative and enterprising while designing for ethically defensible products, processes and systems **T • Id • KC6**
- designing with confidence and optimism in order to strive for better futures in contexts of complexity, uncertainty and change. **Id • F • In**
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. G • In • T • 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 In • F • 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. In • F • Id • 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 T • Id • F • 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 T • Id • F • KC1 • KC3
- researches the efficiency of a fruit-drying product, process or system, and develops effective strategies to effect ecologically defensible designs T • In • F • 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. T • In • F

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External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Information Processing and Publishing
  - Information Technology
  - Information Technology (VET)
- Information Technology Studies
  - Technology
  - Technology Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: designing

Students communicate their design thinking and proposals effectively, efficiently and at a standard approaching community or industry practice. **T • C • KC2 • KC3 • KC7**

This includes such learning as:

- assembling and managing research, including interpreting data, using digital and electronic technologies and other means in ways that are useful and readily communicable to their peers **C • T • KC1 • KC5 • KC7**
- drawing on, and practising in, a wide range of communication forms to optimise clarity, conciseness and appeal when communicating designs to any of a wide variety of social groups **C • KC2**
- communicating and defending their reasoning and principles for the development and future uses of their designs **C • F • T • KC2**
- developing plans, data and reports in genres used online by industry for presentation to peers, teachers, community and/or manufacturers **C • In • KC2 • KC3 • KC5**
- planning, preparing and communicating critical evaluations of their work in order to clarify and justify each design stage undertaken. **C • T • In • KC1 • KC2 • KC3**
**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.**

\[ T \cdot C \cdot KC1 \]

Examples of evidence include that the student:

- selects and uses appropriately, software to compile an inventory of items kept at home
  
  \[ C \cdot T \cdot KC3 \]

- uses a selection of clear 3-D annotated sketches and graphical images to communicate effectively different designs for a game scoreboard
  
  \[ C \cdot T \cdot KC1 \]

- maintains a design portfolio of resources, sketches, production flow-chart, plans, ideas, reflections, circuit diagram and evaluative notes for an electronic quiz game
  
  \[ C \cdot T \cdot KC1 \cdot KC3 \]

- 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
  
  \[ C \cdot T \cdot KC2 \]

- 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.
  
  \[ C \cdot T \cdot KC2 \cdot KC3 \]

**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.**

\[ T \cdot C \cdot KC2 \]

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
  
  \[ T \cdot C \]

- 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
  
  \[ T \cdot C \cdot KC2 \cdot KC7 \]

- 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
  
  \[ T \cdot C \cdot KC2 \]

- uses a video presentation to illustrate the historical development of the design thinking and cultural issues behind, and the possible futures for, security devices
  
  \[ T \cdot C \cdot F \cdot KC2 \]

- 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).
  
  \[ T \cdot C \cdot F \cdot KC2 \]

**Year 12 Standards**

The Year 12 Standards for design and technology comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Information Processing and Publishing
  - Information Technology
  - Information Technology (VET)
  - Information Technology Studies
  - Technology
  - Technology Studies

- VET National Training Packages

- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: making

Making involves many ways of creating products, processes and systems. Th • F • KC6 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. T They learn to select materials appropriately for their designed products and systems. KC7 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. KC3 When students make products, they view their personal capabilities in action and test their ideas and thinking against reality. 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. KC4 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. In • KC3 • KC4

In the Senior Years students devise alternative designs and production plans for complex products and systems. Their proposals contain detailed specifications and show evidence of innovation. T • KC6 They redesign and modify plans to improve quality and appropriateness of outcomes for particular social and environmental needs. T • KC3 Students critically evaluate style, form, source and presentation of information, and information products, against design and production requirements. KC1 They develop and use specialised techniques to create and transmit information about their design and management thinking that meets commercial and community standards. C • KC2 • KC6

Students recognise the need to work together and reach agreements about complex issues, conflicts and practices. T • KC4 They appreciate the value of organisational structures and seek to work within them. The procedures and techniques they select and use satisfy occupational health, safety and welfare requirements, and demonstrate a duty of care towards themselves and others. In

Students give detailed explanations of how the form, structure and properties of materials relate to their functional, aesthetic and environmental characteristics. F • KC2 They appropriately use sophisticated materials and equipment for specialised purposes, while continuing to use simple everyday items whenever possible. KC7 They work with new and traditional materials, analysing their potential uses and service requirements. In • KC1

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

*Students demonstrate skills that empower them creatively and independently to solve problems involved in making sophisticated products, processes and systems which approach community and industry standards.*  

This includes such learning as:

- developing and using specialised skills and techniques in sufficient depth to achieve standards approaching those of community and industry
- demonstrating high-level personal skills in realising their designs for specific sophisticated and socially desirable products, processes or systems
- matching their manufacturing and construction practice to pre-calculated specifications
- monitoring community and industry practice to optimise production techniques for their personal designs
- making qualitative and quantitative measurements of performance in order to achieve standards of accuracy and quality control in their work
- interrogating personal practice to strive for simpler and more sustainable alternatives
- persevering and creatively adapting, altering and/or refining methods in the light of feedback from equipment, data, research or knowledgeable others.
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. Id • 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 T • Id
- 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 T • In • Id • 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 T • C • In • KC7
- engages with, and overcomes, production difficulties encountered when creating an aid for a person with a disability T • Id • KC8
- works cooperatively with others to optimise capabilities and skills in creating, planning and making a demountable and ecologically sustainable stall for a community project. T • In • KC3 • KC4 • KC8

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. In • T • 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 T • In • C • KC4
- manufactures, using a range of materials and techniques, an animal enclosure, parts of which call for a high degree of accuracy C • T • In • KC3
- accurately manufactures veterinarians’ overalls to a timeline and to negotiated standards, using a range of assembly techniques Id • T • In • KC3
- independently produces a program to control and sequence accurately the movements of a robotic arm. Id • T • In • KC7

Year 12 Standards

The Year 12 Standards for design and technology comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
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- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students make discriminating and responsible use of materials and equipment to create sustainable products. They use the knowledge gained to conceptualise, communicate and act for more ethical resource use in the wider community. F • In • C • KC2 • KC7

This includes such learning as:

- adopting historical and futures perspectives in selecting materials and equipment in order to achieve sustainability In • F • KC7
- considering carefully how issues such as waste, energy consumption and labour costs influence production and end-product costs T • In • F
- describing and documenting, using information and communication technologies, the relationship between employment practices and the uses of materials and equipment in design and production processes C • In • KC2
- researching, from reliable sources, data to assist in best-use of materials and equipment when striving to achieve community- and industry-standard production goals C • In • KC1 • KC5 • KC7
- giving detailed explanations of how the selection of materials relates to functional, economic, aesthetic, environmental, personal and cultural considerations C • In • F • KC2
- developing an extensive knowledge of the properties and potential of natural, synthetic and recycled materials and products, and applying this knowledge in ethically defensible ways. C • F
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, discreet and waterproof flysheet T • In • 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 T • In • F • KC1
- matches the capabilities of a computer program to the requirements to control a variety of mechanical devices, thereby avoiding duplication of hardware C • In • T
- identifies materials and equipment for making an appealing, protective, and socially and environmentally sustainable package for an item of food T • F • KC1
- researches sustainable materials and methods for Aboriginal artefact-making in diverse environments. In • KC1

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

Year 12 Standards

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The Essential Learnings are:
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- Identity
- Interdependence
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External curriculum is defined by:
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  - Information Technology (VET)
  - Information Technology Studies
  - Technology
  - Technology Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students manage their designing and making activities independently, successfully and with sensitive duty of care in their interactions with others. They are able to transfer this knowledge to new contexts and situations. F • Id • In • KC4

This includes such learning as:

- appraising and meeting occupational health, safety and welfare standards in their personal management procedures, and developing strategies to apply these to life beyond school
  Id • In • T • KC1 • KC6
- embracing effective resource, people, task and time planning and management techniques as an individual and as a design team member T • Id • In • KC3 • KC4
- articulating the interdependence of design thinking, design practice, ethics and sustainability, and using multimedia and interactive online services to promote this understanding amongst others In • F • C • KC2
- understanding and promoting the benefits of duty of care practices beyond their field of working and into their communities and their lives away from school C • In • KC2
- clarifying technological complexity in contexts of change in order to empower them as active participants in society Id • In • F
- participating purposefully in society by using design and work techniques that quantify and clarify the complexity and context of change. In • F
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 In • F • KC3
- researches issues of time management, safety, taste, deterioration, environmental sustainability and contamination when creating food products In • F • KC1 • KC5
- considers issues of negative imagery and behaviours when designing a computer-animated story that will be viewed by young children In • C
- considers and defends labour, storage, mobility and re-use factors in their designs for stage props for a school musical In • F
- researches, consults and plans for respect, sustainability and safety in relation to cultural tourism design (eg interpretive signs, leaflets, websites, walking trails). In • F • 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 In • Id • C • KC1 • KC2
- 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 In • Id • F • KC2 • KC3
- 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 In • Id • C • KC1 • KC2
- 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 In • F • C • KC1 • KC2 • KC4
- 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 • F • KC1 • KC2 • KC3

Year 12 Standards

The Year 12 Standards for design and technology comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
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- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
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  - Information Technology
  - Information Technology (VET)
  - Information Technology Studies
    - Technology
    - Technology Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**DESIGN AND TECHNOLOGY — Senior Years Band Overview**

**SCOPE:**

**Key Ideas**

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (e.g. SHIP students in the Middle Years).

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### STANDARD 4 OUTCOMES

| 4.1 Explains the decisions and choices made in designed and manufactured products, processes and systems and identifies alternative possibilities. | **In • T • KC2 • KC6** |

**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** |

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### STANDARD 5 OUTCOMES

| 4.2 Integrates design skills to create personal strategies for designing culturally and socially defensible products, processes and systems. | **F • In • KC6** |

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

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### YEAR 12 STANDARDS

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.

Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Year 12 Standards represent the level of performance expected of students at the end of Year 12.

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This external curriculum is defined by:

(a) **SACE Curriculum Statements**

The SACSA Framework and SACE Curriculum Statements articulate—

The design and technology area offers the following:

- Information Processing and Publishing
- Information Technology
- Information Technology (VET)
- Information Technology Studies
- Technology
- Technology Studies

In the delivery of the students’ programs, teachers will provide for the development of the Essential Learnings.

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1. **FUTURES:** developing perspectives to critically reflect upon and contribute to preferred futures, including:

- understanding the fundamental aspects of change and using this political awareness to effect change
- transferring and transforming knowledge and building future scenarios based on insights of the past and present
- identifying, researching and analysing challenges for the future through a diverse range of world views
- acting in ways that show an understanding of the impact of those views for the future.

2. **IDENTITY:** critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:

- developing a critical awareness of self and others with an understanding of aspects of personal and group identity (e.g. cultural, behavioural, social, emotional, political and intellectual)
- understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
- taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
- relating and working productively with a diverse range of people

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continued
### Strand: MAKING

#### Key Ideas:

Students demonstrate skills that empower them creatively and independently to solve problems involved in making sophisticated products, processes and systems which approach community and industry standards.  

| 4.4 | Effectively uses, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes. Id • T |
| 4.5 | Evaluates materials and equipment in order to meet principles of function, aesthetics and sustainability. F • In • KC1 |
| 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 |
| 5.4 | Demonstrates specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards. In • T • KC4 |
| 5.5 | Defends and applies choices made in using particular materials and equipment to create sustainable products, processes and systems. F • In • C • KC2 |
| 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 |

#### (b) VET National Training Packages

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace. In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

#### (c) Other Year 12 Level Curriculum

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent. In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

### 3. INTERDEPENDENCE:

Developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:

- understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing
- understanding the practical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities
- synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments
- fostering partnerships with employers, schools, local communities and agencies.

### 4. THINKING:

Developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:

- developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures
- using multiple ways of thinking to discover, construct and deconstruct meaning
- actively processing complex and competing sets of information
- extending the complexity of connections among ideas in technological, social, economic, political and cultural environments
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative 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 its technologies, including:

- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts
- communicating abstract ideas and concepts
- developing arguments; understanding position, bias, alternative meanings
- increasing metalinguistic awareness and use
- understanding the relationship between language and power
- communicating powerfully and persuasively in a range of contexts.

*the investigation of the relations between language and its cultural context*
In English, the study, enjoyment and critical use of a range of spoken, written and visual texts enables children and students to develop knowledge about how language functions and how texts reflect and shape social attitudes and practices. Students need to become critical and creative users of English language, in order to develop a sense of positive self-worth and the skills and values to engage with all aspects of their learning lives, in school, paid and unpaid work, and further study.

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

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

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

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

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

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

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

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

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

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

- the ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts
- knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge
- knowledge of and respect for diverse varieties of English, including Standard Australian English, and the capability to critically analyse and apply this knowledge
- a knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local, global and virtual 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 relevant 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.

**The connection between Standard 5 and the Year 12 Standards in English**

The following Senior Years Scope in English is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in English will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
Strand: texts and contexts

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

The situational context in which a text and its language is constructed or comprehended varies according to the purpose, audience and subject; and whether it is spoken, written, visual or multimodal. The sociocultural context reflects a diverse range of values, beliefs, behaviours, and ways of thinking and acting that influence texts and language. The study of texts and contexts will enable students to learn the crucial literacy skills required to become proficient, adaptable and critical users of texts and language. C • T • Id • KC1

Three main categories of texts have been identified to assist with the selection of a range of texts for English. The three categories—literature, media and everyday texts—are used for convenience and overlap considerably. Therefore, texts often fall into more than one category.

Students develop a sense of identity, and of being connected with others, as they engage with literature, media and everyday texts. They learn that people communicate using texts and contexts to share, interpret and convey meaning. Literature texts enable students to develop a historical perspective on cultures, language and literature, to explore significant contemporary works, and to enjoy and critically analyse the powerful influence of popular texts. Media texts are print, non-print and electronic forms that communicate with a personal or public audience. Students learn that these texts are shaped by the technology used in their production. Because everyday texts are a part of peoples’ 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. C • T • Id • F • KC1 • KC2 • KC7

The table on page 72 outlines available texts, and the table below provides a way of organising the understandings and skills in this strand.

<table>
<thead>
<tr>
<th>As students listen to and speak about texts they learn to:</th>
<th>As students read and view texts they learn to:</th>
<th>As students write texts they learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● interpret a range of spoken texts KC1</td>
<td>● engage with a range of written and visual texts for different purposes</td>
<td>● consider the purposes for their writing</td>
</tr>
<tr>
<td>● participate in formal and informal dialogues KC2</td>
<td>● interpret and respond to different texts KC1 • KC2</td>
<td>● compose a range of texts KC3</td>
</tr>
<tr>
<td>● compose and present spoken texts for a range of contexts, purposes and audiences KC2 • KC3</td>
<td>● demonstrate critical understanding of texts KC1</td>
<td>● 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>● critically analyse electronic information for accuracy and quality KC7</td>
<td>● use desktop publishing tools and/or word processing tools. KC1</td>
</tr>
<tr>
<td>● use digital and electronic technologies. KC7</td>
<td></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**
  - cartoons and comics
  - jokes, riddles, humorous verse
  - song lyrics
  - television serials and video clips
  - series fiction (horror, teenage romance) aimed at a specific market
  - magazines
  - puzzle books
  - interactive texts (flap books)
  - reviews of books, films

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

### Everyday
- 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
- 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 pro formas
- class/subject contracts
- checklists, procedures
- formal letters, reports, job applications (curriculum vitae and resumes)
- interviews, questions
- public addresses
- small group work
- memoranda
- faxes, e-mail
- work experience reports
- contracts, agreements
- mission statements
- goal outlines
- pro formas
- meeting minutes, agendas
- instructions
- sexual and racist harassment policies
- instruction manuals
In the Senior Years of schooling, students demonstrate effective organisation skills, greater autonomy and more sophisticated literacy, thinking and study skills. They often regard Year 10 as a transition year: to externally moderated senior studies, to continuing studies involving other educational and training organisations; or to part-time/full-time paid/unpaid work. They speak confidently, appropriately and accurately as they move through the Senior Years, and into their post-school lives. Students analyse texts and language, paying attention to the critical and aesthetic aspects. KC1 They interpret and compose increasingly complex and substantial texts that demonstrate maturity and experience. T • C • KC2

Students in the Senior Years analyse complex local and global issues and ideas, and identify underlying assumptions and different perspectives when listening to a range of spoken texts. KC1 They explore moral, psychological and philosophical issues as they listen and respond to texts. They speak confidently and articulately in class and in community interactions in peer and work contexts. The ability to justify points of view, to assert opinions, and to develop alternative solutions when speaking assists Senior Years students in their powerful use of language in influencing local and global audiences. KC2 They perform texts such as plays, recitations and drama and critically examine audience expectations. KC2 Spoken texts relevant to the world of work are an integral part of the listening and speaking environment of Senior Years study. In • Id • C • T • F

Students in the Senior Years critically read and view texts which include multiple perspectives, in understanding diverse social and cultural views of the world and of possible futures. At this stage students read and view texts of varying length and formality, and from different eras and cultures. Media texts are an integral part of students’ lives, and they critically read and view texts such as news reports, speeches, websites, magazines and films more critically and analytically. In • Id • C • F • KC1

In the Senior Years students write effectively using a range of texts to communicate detailed information and different perspectives about issues. KC2 They convey ideas, feelings and opinions expressively as they conceptualise connections between self and the social, cultural and political context. Students in the Senior Years produce sophisticated and coherent texts using a range of digital and electronic technologies, such as word processors, electronic mail, animation, bulletin boards, computer chat lines and information networks. KC7 Students plan and compose texts with complex topics, abstract and articulate ideas, and vivid language. They produce texts such as formal letters, reports, multimedia presentations, reviews and arguments. In • Id • C • T • KC2 • KC3

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

Students analyse connections between purpose, context and audience when critically listening to a range of complex texts. They plan and produce a range of sophisticated spoken texts about topical and future issues to influence and inform local and global communities. 

**Key Idea**

In • T • C • KC1 • KC2 • KC3

This includes such learning as:

- listening to and interpreting a range of spoken texts in multiple ways (eg by participating in a formal local community meeting, refining questions for a film review) T • In • KC1
- critically analysing their use of language in their own and others’ spoken texts to effectively network with a range of communities (eg using accurate terminology in online chat sessions and when discussing Indigenous issues). They recognise and attempt to modify language practices that exclude or marginalise others T • C • In • KC1 • KC2
- applying diverse varieties of English, including Standard Australian English, in spoken texts, according to the context and audience (eg controlling complex sentences, using active and passive voice and nominalisation when speaking in formal contexts) Id • C • T • KC2
- taking part in formal presentations, including the use of statistics and data (eg interviews for employment, reporting progress to a community group) C • KC2 • KC5
- planning and composing and performing a range of spoken texts (eg participating in, organising or facilitating official meeting procedures; negotiating and making arrangements for a field trip) T • C • KC2 • KC3
- selecting, experimenting with, and using electronic interactive devices to support and enhance speaking (eg a video camera to rehearse an interview, a teleconference for students across states). C • KC2 • 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 • T • C • KC2

Examples of evidence include that the student:
- examines the purpose of the text (eg to be entertained by peers) T • C • KC1
- responds to texts to demonstrate understanding (eg restates information to clarify meaning in a report by a community speaker) T • C • KC1 • KC2
- attends with critical understanding, offering own point of view (eg when discussing use of camera techniques for an on-location reporter) T • Id • KC1 • 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 • 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 • T • C • KC2

Examples of evidence include that the student:
- composes spoken texts appropriately (eg a formal introduction of presenters for a debate) T • KC3
- plans and presents spoken text appropriately (eg rehearses, gives a personal view in student council) T • C • Id • KC2 • KC3
- demonstrates critical understanding in composing text (eg considers impact on audience) T • In • KC2 • KC3
- matches the capabilities of audio device/multimedia product (eg a tape recording of two recounts for comparison). C • 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 • T • C • 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 • C • KC1
- responds to the text to demonstrate understanding (eg discusses the way a formal speech constructs power and status in our society) C • In
- attends with critical awareness (eg to predict how audiences react to spoken texts) T • Id • In
- uses appropriate audio multimedia products to enhance listening (eg a recording or videotape of song lyrics to review or evaluate later). C • 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 • C • KC2

Examples of evidence include that the student:
- composes spoken text appropriately (eg report predicting drug use in young adults that includes an outline, sections, summary) F • C • KC2
- uses video and interactive multimedia products to enhance presentation (eg videotape of storytelling to review language, content, interactions) C • KC7
- presents spoken text (eg using appropriate language, facing audience, pausing appropriately) C • KC2
- shows critical awareness of purpose, context, subject matter and audience (eg discusses how vocabulary, accent, etc reflect status and power). T • F • Id • KC2

Year 12 Standards

The Year 12 Standards for English comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Communication for the Hearing Impaired
  - English
  - English Studies
  - English as a Second Language
  - English as a Second Language Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**Strand: texts and contexts**

*Students critically analyse multiple views of the past, present and future as they read, view and interpret a range of visual, multimodal and written texts which contain complex ideas and different perspectives on local and global community issues.*

This includes such learning as:

- reading/viewing a range of accessible, adult texts with challenging ideas and issues (eg plays, documentaries, magazine articles, song lyrics, non-fiction, films)
- interpreting and comparing texts that are set in different times and places, and considering the historical, cultural and social reasons why some texts have endured
- understanding that the author’s purpose and perspective, the structure, style, tone and content of the text, and the perspectives of the audiences, will influence readers/viewers (eg specific images, music and word choices in a video clip of a popular song may appeal to a teenager in a different way from a grandparent)
- comparing different representations of the same issue/topic in several teenage texts (eg comparing cultural stereotypes in magazines, in a narrative and on billboards)
- critically responding to a range of texts (eg producing another form of the text, turning data into text)
- selecting and using a range of current electronic sources of information (eg Electric Library, e-zines, databases, Internet)
- being critically aware of the way authors manipulate aspects of texts to influence readers in both positive and negative ways.
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 (e.g., with visiting authors, selecting magazines, books/videos in a shop) T • C
- responds in a variety of ways (e.g., discusses the topic, produces a report, compiles interview questions) Id • T • KC2
- presents research findings on diverse futures perspectives (e.g., in a webpage, report, article) T • In • F • KC1 • KC2
- demonstrates critical understanding of the issue and the texts explored through an examination of underlying values (e.g., compares and analyses perspectives about an Aboriginal issue reported in commercial media compared to public and Aboriginal media). T • Id • 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 (e.g., 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 (e.g., compares texts set in different times and places, accounting for similarities and differences; researches to compare fictional and factual accounts) T • In • C • KC2 • KC6
- presents research findings (e.g., grids, charts or interactive simulation formats for comparative displays) C • KC1 • KC2 • KC5
- demonstrates critical understanding of the issue and the texts explored (e.g., by comparing and evaluating for bias or stereotyping). T • C • KC1

Year 12 Standards

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The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

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  - English Studies
  - English as a Second Language
  - English as a Second Language Studies
- VET National Training Packages
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Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their own written texts for context, purpose and audience. In • T • KC1 • KC2 • KC3

This includes such learning as:

- planning and composing a range of texts that synthesise the information gathered from independent research tasks (eg a case study about a social issue, a biography based on an interview, the interpretation of statistical research) T • C • In • KC2 • KC3 • KC5

- exploring different perspectives from a range of sources (eg using the Internet and databases to research a global issue and present the information to an appropriate action group) T • In • C • KC1 • KC5 • KC7

- using language creatively and precisely for a variety of imaginative and expository purposes to communicate with diverse audiences in a confident and lively way T • C • KC2

- appraising the ways that texts are constructed and used to influence and change aspects of the world (eg the connotations related to word choice in texts such as headlines, hypertext, letters to the editor and advertisements) and recognising how those constructions can include or exclude different social groups T • C • In • F • KC6

- using diverse varieties of language flexibly, including Standard Australian English, to meet the demands of school, the community, and their own needs and interests C • KC2

- selecting and using appropriate word processing and interactive online programs effectively, to support and enhance writing (eg using the Internet to create a report on a current issue, using a computer program to create a news story with video extracts of a life experience). C • KC7
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. Id • C • KC2

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) T • C • In • 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. In • T • C • KC1

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 • KC2 • KC3
- demonstrates critical understanding of purpose, audience and context (eg a science fiction story which alters stereotypical roles to suit a particular audience) T • C • In • KC2
- evaluates written text (eg incorporates group feedback) T • C • KC1 • KC2

Year 12 Standards

The Year 12 Standards for English comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
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- Communication.

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**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 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 C • T • KC1
- exploring language as expression. Students analyse features of written communication (eg punctuation, spelling, handwriting, layout) and features of spoken communication (eg intonation, pausing, rhythm, pacing and enunciation) C • T • KC2
- exploring communication as multimodal. This focuses on the contribution of different modes to communication (eg speech, writing, visual images, layout, tables) and the ways these interact in complex texts, especially in everyday and media contexts. C • T • KC7

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

<table>
<thead>
<tr>
<th>As students listen to and produce spoken texts they learn about and learn to use language for:</th>
<th>As students read and view texts they learn about and learn to use language for:</th>
<th>As students write texts they learn about and learn to use language for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>different social contexts, purposes and audiences</td>
<td>different social contexts, purposes and audiences</td>
<td>different social contexts</td>
</tr>
<tr>
<td>organising different kinds of spoken texts KC1</td>
<td>organising different kinds of written and visual texts KC1</td>
<td>organising different kinds of written texts KC1</td>
</tr>
<tr>
<td>making meaning of spoken texts</td>
<td>making meaning of written and visual texts</td>
<td>conveying meaning in written text</td>
</tr>
<tr>
<td>conveying expressive aspects KC2</td>
<td>conveying expressive aspects</td>
<td>conveying expressive aspects KC2</td>
</tr>
<tr>
<td>communicating in different modes. KC2</td>
<td>communicating in different modes. KC2</td>
<td>creating multimodal texts. KC8</td>
</tr>
</tbody>
</table>
In the Senior Years students use a critical awareness of language as they examine more closely the ways in which texts are constructed. They analyse and accurately apply language for interpreting and composing specific texts used in leisure, school activities and those with a vocational focus. C • KC1

Students listen to a range of spoken texts to identify the characteristics and use of different varieties of English, such as use of colloquial and formal speech. When listening to spoken texts students are also able to identify elements of persuasion and emotional appeal by focusing on volume, pace, tone, rhythm, music, vocabulary and body language. KC1 They explore how humour can be used in spoken texts to engage listeners. In formal speaking contexts students use language appropriately, correctly and with effect to communicate in school, community and workplace situations. KC2 By interacting in telephone conversations, interviews, feedback sessions and instructional tasks, they are able to prepare for post- and out-of-school experiences. C • KC2

Working with a range of written and visual texts students analyse and compare the different aspects of language. They conceptualise the ways writers select and use language, and focus on similar themes in texts that differ in organisation and use of language. KC1 They explore the typical features of media texts to analyse the use of imagery and stereotyping. KC1 In the Senior Years students examine techniques used in novels, poetry, drama and film texts. Features of film texts, such as framing, camera angle, point of view, lighting, sound, music, casting and costuming are important aspects for critical review. Students methodically develop a vocabulary to assist them in talking about and analysing aspects of language in a range of texts. C

When producing their written texts, Senior Years students manipulate language to communicate with different audiences and for a range of purposes. KC2 Through opportunities to write individually, in groups or teams, and in modelled activities, they construct texts that use language structures and features to convey complex or abstract meaning. KC4 They experiment with and effectively convey rhythm, tone and nuance. With guidance, students experiment with and use complex grammatical features such as nominalisation to support and enhance their writing. They use stylistic features such as irony, symbolism and metaphor to influence audiences. Computers are an important resource as students experiment with and practise ways of arranging information and data to affect and to appeal to audiences. C • KC6 • KC7

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

Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. In • T • C • KC1 • KC2

This includes such learning as:

- understanding and using language appropriate to different contexts, audiences and purposes (eg critically analysing the rhetoric of a politically or culturally significant spoken text such as a Reconciliation speech) C • T • In • KC2
- planning and extending aspects of text organisation (eg exploiting the potential of vocabulary choices for representing people, places and things in stereotypical and non-stereotypical ways) C • T • Id • In • KC3
- appraising grammar as a resource for meaning (eg drawing on use of irony, mock seriousness, situation reversals in comic ways to produce and analyse a spoken text) C • T
- analysing and using evaluative vocabulary for expressing point of view (eg to critically appraise points of view expressed by characters in a scripted drama) C • T
- employing expressive aspects of language (eg exploring the role of pausing in storytelling, using patterns of rhythm and rhyme and stress in different poetic forms) C • KC2
- responding to communication in different modes (eg critically discussing use of new sound technologies and production processes in audio, video and audiovisual media such as rock video clips, documentaries, radio, Internet concerts). C • KC2 • KC7
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) C • T • 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) C • T • KC1 • KC7
- interprets grammatical resources in spoken texts (eg comments on the 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 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) C • In • 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

Year 12 Standards

The Year 12 Standards for English comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Communication for the Hearing Impaired
  - English
  - English Studies
  - English as a Second Language
  - English as a Second Language Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: language

See page 82 for Key Idea.
Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. Id • T • C • 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 …’) C • 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) 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) 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) C • Id • 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) C • 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). C • In • KC2 • KC7

5.6

Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. In • C • 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) C • In • 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) 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) 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) C • Id • 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) C • 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). C • In • KC2 • KC7

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

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

Year 12 Standards

The Year 12 Standards for English comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

● Futures
● Identity
● Interdependence
● Thinking
● Communication.

External curriculum is defined by:

● SACE Curriculum Statements
  – Communication for the Hearing Impaired
  – English
  – English Studies
  – English as a Second Language
  – English as a Second Language Studies
● VET National Training Packages
● Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: language

Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts. F • In • T • C • KC1 • KC2 • KC7

This includes such learning as:

- conceptualising that written and visual texts vary according to changes in social context (eg presenting talks on changes in women’s roles, through analysis of images and language used for expression in advertisements and newsreels from 1940s to the present and projecting to the future) C • In • F • KC1
- analysing aspects of text organisation (eg explaining the specific effects of sound imagery such as alliteration in poetry, television advertisements and headlines) C • T • KC1
- interpreting grammar as a resource for meaning (eg reflecting on the contribution of language choices for processes, participant roles and voice in the creation of different world views in different novels) C • In
- appraising grammar as ‘building blocks’ (eg explaining the effect of types of speech representation in different text types—use of direct, indirect and free indirect thought and speech in the creation of point of view in short stories) C • T
- investigating expressive aspects of written language (eg identifying and discussing the effect of variations in rhythm and pacing by modifying the established metres in poetry and traditional drama) C • KC2 • KC6
- interpreting communication in different modes (eg analysing the effectiveness of choices of images in webpages from the point of view of the interests of server institutions and potential consumers). C • T • In • KC1 • KC2
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. In • T • C • KC1

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) C • In • KC2

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

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) F • In • C • KC1
- interprets multimodal texts (eg evaluates effectiveness of choice and placement of images and verbal text in webpages) C • T • 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

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Strand: Language

Students plan and compose a comprehensive range of more detailed texts, dealing with complex themes and issues. KC2 • KC3 They demonstrate critical awareness of and competent control of language choices in texts in different modes and media. In • T • C

This includes such learning as:

- investigating knowledge of social context in writing (eg producing expository or imaginative texts using features such as imagery, nominalisation and expressive vocabulary to enhance meaning) C • T • In • KC1
- refining aspects of text organisation(eg experimenting with narrative structure using techniques like first/third person point of view or reliable/unreliable narrators) C • T
- exploring grammar as a resource for enhanced meaning (eg evaluating effectiveness of written arguments, using knowledge of grammatical features such as use of conjunctions to show order: eg ‘in the first instance’, ‘next’) C • T • KC1
- planning and employing grammar as ‘building blocks’ of meaning construction in written texts (eg drawing on a variety of syntactic structures such as apposition, subordination and parentheses to produce well-structured paragraphs in an exposition) C • KC3
- extending expressive aspects of written language (eg employing different prose rhythms in different genres, as in the use of natural prose rhythms in first person narration or up-beat rhythms in a popular music radio program) C
- employing multimodal texts (eg planning and producing a script for a television, radio or stage narrative using knowledge of script layout, dialogue, gesture, graphics and hypertext, plot development and body language). C • KC7
Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.  
\[ T \times C \times KC3 \times KC7 \]

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

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

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

Manipulates and critically appraises language choices when planning and composing a comprehensive range of texts dealing with abstract themes and cultural values. \[ In \times T \times C \times KC1 \times KC3 \]

Examples of evidence include that the student:
- selects and uses a variety of language choices in texts (eg scripts dialogue for a television drama about young people, drawing on knowledge of different styles and accents in Australian English) \[ C \times In \times KC6 \]
- draws on knowledge of text organisation (eg 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…’) \[ C \]
- produces multimodal texts (eg plans and produces a script for a television, radio or stage play; creates an interactive webpage) \[ C \times KC2 \times KC3 \times KC7 \]
- identifies and uses different grammatical patterns in texts dealing with abstract themes (eg uses verbs which represent mental processes to effectively develop a point of view in texts: ‘Harry believes …’. ‘Jana loved her new school…’) \[ C \times KC1 \times KC5 \]
- appraises and uses the ‘building blocks’ of language (eg uses syntactic structures such as apposition, subordination and parentheses to produce well-structured paragraphs in essays) \[ T \times C \]
- demonstrates understanding of expressive aspects of language (eg employs appropriate prose rhythms in different genres—natural prose rhythms in a first person narrative, up-beat rhythms in a popular music program) \[ C \]

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**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. In The ability to apply these strategies in different contexts and for various purposes and audiences is the foundation for effective communication. 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 KC3 • KC2</td>
<td>● recording and organising information KC1</td>
<td>● spelling</td>
</tr>
<tr>
<td>● evaluating performance. KC2</td>
<td>● using ICTs KC7</td>
<td>● presenting and evaluating the product KC8</td>
</tr>
<tr>
<td></td>
<td>● identifying sociocultural features of texts</td>
<td>● using digital and electronic technologies. KC7</td>
</tr>
<tr>
<td></td>
<td>● critically reflecting on texts.</td>
<td></td>
</tr>
</tbody>
</table>

An increasing maturity and experience in using a range of strategies allows students in the Senior Years to engage with complex texts. They explore the multiple ways they can use these strategies to listen, speak, read, view and write to effectively communicate with extended community and global audiences. In • KC2 At this stage they develop appropriate strategies for meeting the demands of school literacies, for orientation to paid and unpaid work, and for further education and training. The Senior Years provide the opportunity for students to test the use of different strategies that support their critical and independent use of spoken, written or visual texts in various situations. Id • C • T • KC2

To work cooperatively in different groups and teams students in the Senior Years refine listening and speaking strategies. KC4 They listen to evaluate and analyse alternative viewpoints. This demands the use of strategies for reflecting on, interpreting, challenging and critically analysing spoken texts. KC1 To demonstrate increasing confidence students speak in unfamiliar situations. They identify and use strategies to effectively interact with groups. Id • KC4 For example, in a book discussion group or panel presentation they use strategies such as ordering speakers, allocating and managing roles, and taking turns to present information. Learning to use a range of resources to record and support spoken texts is an important strategy in maximising audience engagement and reviewing performance. Such resources might include use of audio and video recordings, visual aids including overhead or datashow projector, and organisation of space. Id • C • KC7

Drawing on a range of reading and viewing strategies in the Senior Years, students reflect on and critically interpret more complex texts. KC1 • KC6 They select texts for many purposes and manage their own reading needs. In a variety of situations students use different strategies such as recording questions for clarification, keeping a journal or debating issues when responding to texts.
They use strategies such as investigating, summarising and critically reflecting for many reading and viewing purposes. KC1 Students in the Senior Years engage with and critically interpret a range of media texts and connect their interpretations with the sociocultural world. In When researching they are able to use electronic sources of information to assist the gathering, exchange and presentation of information. C • T • KC7

In the Senior Years students use multiple strategies for writing purposefully and for anticipating the expectations of their audience. They adopt strategies, such as practising opening and closing paragraphs, used by professional and expert writers when planning, composing, revising and reviewing their own writing. KC3 The strategies they select support them in creating complex texts for particular purposes. Students acknowledge sources of information using appropriate systems. They critically reflect on their own writing and use feedback to assist the process. KC1 They recognise that there are multiple ways of producing a published piece of writing, and use them. C • T

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

Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues. In • T • C • KC2

This includes such learning as:

- interpreting the meaning of a range of texts (eg researching the topic in advance in order to understand a range of perspectives on the issue, noticing the way speakers engage listeners) In • KC1
- participating in dialogue (eg communicating with diverse audiences in a range of situations, showing a confident and lively manner, using non-sexist and non-racist language) C • In • KC2
- planning, preparing and presenting spoken texts (eg drafting and planning formal presentations, interpreting graphs, reading a text aloud or taping it to check timing, anticipating the expectations and needs of listeners) C • KC2 • KC3 • KC5 • KC7
- manipulating and recording information electronically (eg using a laptop to take meeting notes) C • KC7
- evaluating their own and others’ performances (eg using effective time management in judging material suitability, audience attention span and pacing of own speech). Id • C • KC2
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. T • C • KC1

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) C • KC6
- interprets meaning of spoken text (eg makes notes using own abbreviation system, interprets emotive appeal in speech) T • KC1
- evaluates performance (eg reviews notes made, compares responses with other listeners, seeks feedback about effective listening skills). Id • T • KC2

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. T • C • KC1

Examples of evidence include that the student:
- attends to spoken text (eg notices the ways speakers engage audiences, experiments with techniques and adjusts to contexts for signing) C
- evaluates performance (eg compares information with other listeners) Id • T • KC1 • KC2
- interprets appropriately non-verbal behaviour that accompanies spoken texts (eg in contexts where signing is used as well as in some cultural contexts). C • KC1

4.10

Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences. Id • T • C • KC2 • KC3

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) C • KC2 • KC4
- plans, prepares and presents oral presentations (eg uses cue cards, rehearsals; adjusts tone, pace in response to suggestions) C • T • KC3
- strategically evaluates performance (eg uses personal checklist). Id • KC6 • KC2

5.10

Manipulates a wide variety of strategies for planning, composing, presenting and evaluating a range of spoken texts for an extended range of school and community audiences. In • T • C • KC2 • KC3

Examples of evidence include that the student:
- participates in dialogue (eg acknowledges different viewpoints, uses non-sexist and non-racist language) C • In
- plans, prepares and presents the spoken texts (eg uses cue cards and animations, rehearses, adjusts for a specific effect, seeks feedback before presentation) C • KC3
- evaluates performance (eg invites feedback from teacher, peers, self, audience). Id • T • KC2

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Strand: **strategies**

Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning. **Id • T • C • KC1**

This includes such learning as:

- selecting texts (eg quickly browsing, skimming, scanning; reading cover information; referring to contents and bibliographies, indexes and glossaries, year and place of publication, and recommendations of others) **Id**
- monitoring understanding (eg comparing their own experience and knowledge of time, place, characters, events and values in texts to find points in common; using their prior knowledge of narrative patterns and structures in novels and films; using knowledge about relative pronouns and tense to maintain meaning when reading long or complex sentences, reading on or re-reading) **Id • KC1**
- critically examining how various electronic media can communicate views and persuasive arguments (eg scanning databases, interpreting data and creating tables) **C • KC1 • KC5 • KC7**
- recording and organising information (eg summarising information in own words using personal abbreviations; accurately using title, author, year of publication, page number; selecting only the most significant and relevant information). **C • KC1 • KC2**
**South Australian Curriculum, Standards and Accountability Framework**

**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 organises information (e.g. reviews sections of texts, discusses findings, keeps a reading log)
- evaluates usefulness of information sources and strategies for collecting information (e.g. uses Electronic Library to evaluate information about employment).  

**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 organises 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.  

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Strand: strategies

Students use a range of strategies to plan, compose, revise and edit written texts for coherence and cohesion.

This includes such learning as:

- planning, preparing and drafting (eg brainstorming ideas, taking notes, drawing a map, selecting information and identifying Key Ideas, sharing ideas with others, practising opening and closing paragraphs) **T • KC3**

- editing or proofreading (eg re-reading and evaluating the degree of success in conveying ideas and information to audiences for a wide range of purposes, attempting to read their work from a reader’s viewpoint, identifying and correcting misspellings or choices of words, using dictionaries or computer spellchecks to correctly spell difficult words) **C • KC6**

- using collaborative networks to plan and create electronic and interactive presentations and resources (eg creating a webpage, completing an e-mailed application for employment) **C • KC7**

- spelling (eg consulting dictionaries and thesauruses to check for correct spelling; making personal spelling lists of troublesome words; developing a range of strategies such as mnemonics, or looking for common letter patterns in words)

- publishing in a variety of ways (eg completing application forms for employment, collating information for a webpage) **C • KC2**

- evaluating (eg reflecting on own product, seeking feedback from others, compiling self-assessment checklists). **ID • KC2**
4.12

Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts. T • C • KC3

Examples of evidence include that the student:
- plans, prepares and drafts writing (eg 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 (eg uses editing checklist or spellcheck, restructures sections) T • KC6
- presents the product (eg uses computer to word process draft, to edit and publish) C • KC2
- evaluates the product (eg self-assesses in relation to task criteria or checklist). T • KC2

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

5.12

Manipulates multiple strategies for planning, composing and reviewing written texts. T • C • KC2 • KC3

Examples of evidence include that the student:
- plans, prepares and drafts writing (eg 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 • C • KC3
- edits or proofreads (eg 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 (eg reads the writing to others, publishes on school intranet) C • KC2 • KC7
- evaluates the product (eg uses a personal checklist). T • KC1

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

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ENGLISH — Senior Years Band Overview

SCOPE:

Key Ideas

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (eg SHIP students in the Middle Years).

STANDARD 4 OUTCOMES

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 • T • C • KC2
- 4.2 Produces a range of spoken texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world. In • T • C • KC2
- 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 • C • KC1
- 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. Id • C • KC2

STANDARD 5 OUTCOMES

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 • T • C • KC1
- 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 • T • C • KC2
- 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
- 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. In • T • C • KC1

YEAR 12 STANDARDS

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.

Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Year 12 Standards represent the level of performance expected of students at the end of Year 12.

The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

This external curriculum is defined by:

(a) SACE Curriculum Statements

The SACSA Framework and SACE Curriculum Statements articulate—

1. FUTURES: developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. IDENTITY: critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioral, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.

continued
**Strand: LANGUAGE**

**Key Ideas:**

Students listen to and interact with diverse audiences in many contexts and media, and learn about and critically analyse aspects of spoken language. They produce a variety of spoken texts demonstrating control and manipulation of language as they communicate with a wide range of community and global audiences. In • T • C • KC1 • KC2

Students read, view and interpret a broad range of texts dealing with abstract themes and issues. They analyse and discuss how patterns of linguistic and visual choices contribute to the construction of possible worlds and cultural values in written, visual and multimodal texts. F • In • T • C • KC1 • KC2 • KC7

Students plan and compose a comprehensive range of more detailed texts, dealing with complex themes and issues. KC2 • KC3 They demonstrate critical awareness of and competent control of language choices in texts in different modes and media. In • T • C

**Strand: STRATEGIES**

**Key Ideas:**

Students analyse alternative viewpoints in texts by synthesising a range of strategies for listening in order to reflect, interpret, challenge and critically analyse spoken texts. KC1 They apply these strategies to manipulate speaking for a variety of community and some global situations in order to communicate complex ideas and issues. In • T • C • KC2

**3. INTERDEPENDENCE**

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.

In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

**4. THINKING**

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent. In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

**5. COMMUNICATION**

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.

In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.
### Key Ideas:

- **Students draw on multiple reading/viewing strategies to organise and interpret information for specific purposes, to manage and reflect on personal reading programs, and to critically interpret texts with multiple levels of meaning.**
  - KC1

- **Students use a range of strategies to plan, compose, revise and edit written texts for coherence and cohesion.**
  - T • C • KC3

- **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.**
  - T • C • KC1 • KC2

- **Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.**
  - T • C • KC3

- **Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.**
  - T • C • KC1

- **Manipulates multiple strategies for planning, composing and reviewing written texts.**
  - T • C • KC2 • KC3
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 digital and electronic technologies to communicate ideas and explore concepts of space, time, shape and measurement. Learners select and use a range of ways and modes to structure and report their learning, enhancing the process by the use and application of 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.
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.

The connection between Standard 5 and the Year 12 Standards in health and physical education

The following Senior Years Scope in health and physical education is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in health and physical education will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
Strand: physical activity and participation

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

Many students in the Senior Years Band seek to reach highly proficient performance levels in particular physical or fitness activities, by developing skills specific to their interests and competing in adult physical activity programs and competitions. Regular physical activity continues to be important in developing and sustaining strong bones, cardiovascular fitness and flexibility. Id A good level of health-related fitness, enjoyment and success through activity will increase the likelihood that they will maintain physical activity. Generally they have freedom and mobility and can therefore access diverse sporting, fitness and recreational interests and facilities. The development of links between school, recreational and community groups are important for students to further their involvement in activities of personal interest into lifelong learning and participation. In

Following are the Key Ideas that comprise the physical activity and participation strand.
Students develop their physical skills and abilities to advanced levels to enable lifelong involvement in physical activity and critically reflect on their ability to use them to form relationships in an increasing involvement in the community. **Id • In • KC1**

This includes such learning as:

- applying the processes and principles involved in skill development, including feedback from others and coaches, to assess their performance and to critically explore the factors that influence participation and affect learning, performing and improving skills in themselves and others **T • KC1 • KC2**
- developing skills and knowledge in a range of outdoor recreational pursuits (e.g., navigation, canoeing, rock climbing, cross-country skiing) that will enable enjoyment of natural environments while having minimal impact **In • Id**
- refining advanced swimming and aquatic skills, and practising techniques of water safety and rescue **Id**
- practising safe behaviours to reduce the risk of over-use or accidental injury as part of routine involvement in physical activity **Id • KC6**
- appreciating the contribution to development of their personal and group identities of participation in a range of enjoyable and challenging physical and sporting activities appropriate and of interest to them. Students develop practical skills and technical efficiency in complex tasks **Id • KC1**
- comparing the characteristics and requirements of learners at different stages, and from diverse cultural backgrounds, and contributing to cross-age and peer tutoring in schools and communities **In • KC1**
- identifying and reporting on local community facilities for physical activity and sport, analysing their suitability in catering for the needs of a diverse community, and considering what factors may improve accessibility to those facilities (e.g., the use of lifts to lower students with disabilities into a pool) **F • KC1 • KC2 • KC6**
- acknowledging that involvement in a variety of roles in community sports and recreation activities develops a sense of worth in relation to their identity and the identities of others. **Id**
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 (eg presenting a ‘live’ or audiovisual presentation to a sympathetic audience) G • KC3
- 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 (eg player, coach or umpire, team member) Id • KC4
- produces plans of varied activities to cater for diverse populations. In • KC3

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

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

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 (eg 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 (eg playing for the local club, bushwalking) In
- conducts an analysis of local community facilities and programs for physical activity and sport that cater for the diverse needs of the community (eg sport, recreation and fitness opportunities). C • KC1 • KC3

Year 12 Standards

The Year 12 Standards for health and physical education comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Community Services (VET)
  - Community Studies
  - Health Education
  - Home Economics
  - Nutrition
  - Outdoor Education
  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students develop a sense of optimism about creating an active, healthy future for themselves and others in the community through generating and analysing ideas and planning and organising activities to maintain and improve fitness and health.

This includes such learning as:

- identifying the components of fitness, and understanding how each varies with different activities and sports and contributes particular effects to their achievement
- studying training principles of specificity, overload, frequency, intensity and duration. Students develop the skills to design and document training programs to improve aspects of fitness, as important lifetime skills for a physically active person
- using electronic information sources and other devices to investigate and measure the physiological effects of exercising at varying intensities, including changes in heart rate or blood pressure, and sweating
- appreciating the benefits of activity and being motivated to achieve health-related fitness through planning, implementing, documenting and evaluating a personal physical activity program
- conducting and reporting research into physical activity, fitness levels and training methods and their effects on performance, within the community, including people with disabilities. Students analyse and evaluate the data using appropriate digital and electronic technologies
- identifying any interests they may have in voluntary work or careers in the fitness, education, sport or recreation industries, and exploring the opportunities for education and training pathways available to them
- demonstrating an understanding that participation rates in physical activity will vary for physical, occupational, psychological, environmental or cultural reasons and geographical locations.
At Standard 4, towards the end of Year 8, the student:

4.2

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 • KC5
- 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 5, towards the end of Year 10, the student:

5.2

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

Year 12 Standards

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  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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 each grow and develop, build a positive self-concept and establish relationships with others across diverse groups in the world around them. An integral dimension of this strand is generating an understanding of the nature and importance of individual, group, team and community identity and the ability to work cooperatively.

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. Understanding, skills and values are developed in relation to exploring friendships in a variety of contexts such as work environments.

The Senior Years can be a self-analytical time for these students. A positive self-esteem and sense of identity, as an individual and as a part of a variety of groups, is crucial for all students when making decisions, incorporating factors that influence their health. Students’ attitudes and values are not fixed, and reflect the family, social, religious, cultural, political and economic context from which they have come. They seek to establish a sense of continuity between what they have become as a result of previous experiences and what they will experience in the future. They can analyse multifaceted identities in themselves and others, as they emerge in various contexts. They challenge stereotypes and consider how formation of identity is affected by power in relationships. Students explore personal choice, values and attitudes in relation to sexual activity, friendships and safe behaviours.

They analyse issues of contemporary society such as sexual relationships, unwanted pregnancy, the effects of drugs and alcohol, the influence of the media, and other pressures to conform. Opportunities to confide in trusted other people about feelings, emotions and ideas are important. Students balance and integrate study, work commitments, social life, and expectations from friends and family. They appraise support structures and strategies to manage the causes and effects of stress.

Friendships and relationships are important and are based on shared interests and values. Students clarify values and attitudes, and the nature of friendships, as they identify common or different values and attitudes in friends and the wider community.

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

Students conceptualise location of self in relation to others, recognise the range of social and technological influences that construct particular versions of identity, and question unchallenged social constructs. **Id • In • T • KC1 • KC6**

This includes such learning as:

- critically analysing and reporting on behaviours that are the result of the different identities they assume in a variety of contexts and groups (eg social, cultural, emotional and intellectual aspects of behaviour) **Id • T • KC1 • KC2**
- investigating and reporting on the influence of gender, physical attributes, emotions, culture, sexuality and spirituality on identity, and deciding whether or not they will accept the appropriateness of the construction and associated inequities of these influencing factors **Id • In • KC1 • KC2**
- assessing practices valued by a group that can assist in the development of a sense of belonging, and the advantages and disadvantages of conforming to group expectations **In • KC1**
- appreciating that values are social constructs and social principles, and that a cohesive set of personal values often developed through trial and error, is the key to a positive self-concept, independence, and socially and environmentally responsible behaviour **Id • In • KC6**
- appraising their own beliefs, values and attitudes, and how they may be maintained and coexist or complement others with diverse community, cultural and social values **Id • In**
- acknowledging the local and global influence of the electronic and print media and popular culture on aspects of identity, including age and body image. Students devise strategies to counter negative characteristics of groups **In • C • KC3 • KC7**
- critically analysing stereotypical views (eg racial or sexual stereotypes) and planning and taking social action where appropriate to counter their negative social implications. **T • In • KC1 • KC3**
At Standard 4, towards the end of Year 8, the student:

4.3

Investigates key ways in which groups and cultures contribute to forming identities. Id • In • T • KC1

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

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

5.3

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. Id • In • T • KC1

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

Year 12 Standards

The Year 12 Standards for health and physical education comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
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  - Nutrition
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- VET National Training Packages
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**Strand: personal and social development**

Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others’ and community health. In • T • KC1

This includes such learning as:

- considering factors, apart from heredity, that influence growth and development, including lifestyle patterns, environments, equity, and access to health services, education and other community resources T • In

- viewing optimistically their growth and development, and researching and developing strategies that will enhance their lifestyle (eg learning to manage stress and finding alternative forms of relaxation) C • Id • KC1 • KC6

- identifying, and reporting on those that support adolescents and relationships accessed in person, by telephone or online In • KC1 • KC2 • KC7

- observing, researching and reporting on characteristics of development associated with particular stages of the life span (eg the development of motor skills and coordination during childhood) C • KC1 • KC2

- taking social action, in teams, through local, national and global networks to ensure the preservation or restoration of healthy environments F • In • KC4

- considering their own and others’ sexuality and the factors that influence it, and accepting sexual diversity in the community. Id
4.4

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. Id • In • KC1 • KC6

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 In • C • 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 In • KC2
- is able to critically reflect on and describe situations from other people’s perspectives Id • In • T • KC1
- considers and develops options for managing pressure and stress. Id • KC6

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

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

5.4

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. Id • In • T • KC1

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) In • KC2
- uses skills confidently to deal with new situations as they arise, given the interrelationship (eg developing sexuality) Id
- identifies barriers to the adoption of healthy habits and proposes strategies to deal with them (eg managing stress) F • KC1 • KC6
- compares and contrasts options for maintaining healthy lifestyle habits (eg preserving natural environments). T • In • KC1

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  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students develop and report on a greater understanding of the diverse range of relationships that exist within communities, and examine and plan action to address the impact of inequity of power in relationships. \( \text{Id} \in \text{In} \in \text{KC2} \in \text{KC3} \)

This includes such learning as:

- anticipating situations and experimenting with, and practising, the skills required (eg communication, negotiation and conflict resolution skills) to develop and maintain successful relationships \( \text{In} \in \text{C} \in \text{KC2} \in \text{KC4} \in \text{KC6} \)
- examining group dynamics and considering the rights and responsibilities of members to ensure effective team and group functioning, and to better understand the processes of inclusion/exclusion \( \text{In} \in \text{KC1} \in \text{KC4} \)
- appraising the complexity of changes that occur in relationships and close friendships during adolescence and adulthood, including the challenges they may face with relationships \( \text{Id} \in \text{F} \in \text{KC1} \)
- analysing the important aspects of sexual relationships, including emotional and sexual intimacy, sexuality and sexual health, respect, companionship, and shared interest. Students appraise responsible behaviours in dealing with these \( \text{Id} \in \text{In} \in \text{KC6} \)
- critically analysing the ethics of current and future issues concerning reproduction and sexual health (eg reproductive technologies, genetic modification, human genetic project, responsibility for countries experiencing difficulty in reducing the incidence of AIDS). Students report on these, analysing statistics and data \( \text{C} \in \text{In} \in \text{F} \in \text{KC1} \in \text{KC2} \in \text{KC5} \)
- investigating the nature of power and equity in families, relationships and workplaces. Students consider the effect of an imbalance of power, and plan and demonstrate an understanding of possible actions to redress inequitable relationships \( \text{Id} \in \text{KC1} \in \text{KC3} \)
- researching (using a variety of mediums), analysing and summarising the law and policies related to protection of an individual’s rights (eg sexual violence, abuse, racism, aggression, discrimination and harassment) \( \text{In} \in \text{KC1} \)
- appreciating human diversity through their numerous associations, networks, friendships, and online interactions and influences within the community \( \text{In} \in \text{KC1} \)
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.

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
- demonstrates an understanding of the roles and communication methods involved in effective group or team functioning
- analyses and communicates the feelings associated with taking on different roles within a group
- examines the roles they play in the family and can identify the conflicting expectations that arise (e.g., family vs. peer group expectations).

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 • C • T • In • 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**

Year 12 Standards

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The Essential Learnings are:
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- Interdependence
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External curriculum is defined by:
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  - Community Studies
  - Health Education
  - Home Economics
  - Nutrition
  - Outdoor Education
  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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. In • 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

Nutrition 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. Knowledge and skills are developed about many aspects of nutrition, such as analysing and evaluating food intake, acting on nutrition-related issues, and preparing food. In • KC1

Students in this Band assess their own values, attitudes and behaviour, and develop a critical but positive and responsible approach towards factors that influence their quality of life. T • F • KC1 • KC6

They critically reflect on community health structures and practices, and generate ideas for different solutions. An understanding of the links between a balanced diet and good health and of the impact of drugs on the body can develop attitudes that promote healthy living. They make and act on important decisions about futures, and establish lifestyle patterns, both socially and in relation to health behaviours, that have implications for the health of themselves and of others. C • F • KC1 • KC6

Following are the Key ideas that comprise the health of individuals and communities strand.
Students analyse, evaluate and report on a range of influences on health, including economic, cultural and political influences, and develop skills to apply in a range of lifestyle choices. \textbf{F • In • T • KC1 • KC2}

This includes such learning as:

- appraising and using skills of negotiation, decision-making, planning, stress management and goal setting, and applying these processes in different social contexts, including intimate relationships, and balancing competing demands \textbf{In • C • KC3}
- analysing and reporting on the complex work, social, cultural, gender, economical, environmental and political influences and geographical locations on the health status of individuals and groups, including past, present and future perspectives \textbf{In • F • KC1 • KC2}
- researching health data from a variety of sources, including electronic forms, to identify and report on major health issues in Australia (eg brain damage due to vehicular accidents) and critically examine related health initiative programs. Students present their own analyses to a variety of audiences \textbf{C • In • KC1 • KC2 • KC7}
- appraising health needs of particular groups in different communities, including people with disabilities, and taking social action to increase their opportunities for health-related fitness and wellbeing \textbf{F • In • KC1}
- critically investigating the role of health, physical activity and sport in contemporary Australian society, considering how each of these are represented in the media, and exploring possible alternative scenarios \textbf{C • F • KC1 • KC6}
- considering interests they may have in pursuing work in the health services industry, including the vocational and training pathways that are available in the field. \textbf{F • KC6}

Students examine the long-term effects of their behaviour on their health and safety. They plan and develop strategies and practices to assist them to take personal, social and working responsibility for their health and safety as they take risks with increasing freedom. \textbf{F • Id • T • KC1 • KC3}

This includes such learning as:

- considering the impact to themselves of attitudes to risk taking, and contrasting those that endanger health and life with those that assist personal and social growth \textbf{Id}
- gathering the knowledge and skills to plan strategies to manage situations where they feel under pressure to take risks that have the potential to be detrimental to their health and safety \textbf{T • KC1 • KC3}
- developing responsible attitudes and behaviours related to driving vehicles, including considering the effects of alcohol and other substances on driving performance \textbf{F • In}
- appraising the information and experiences of others to examine the consequences of substance use on individuals, families, workplaces and different communities. Students adopt, record and promote strategies to minimise the potential harm to themselves, others and communities \textbf{F • C • KC1 • KC6}
- discussing and appraising strategies for managing a range of complex emotions, including anger, and analysing their own behavioural responses. \textbf{Id • In • KC1 • KC2 • KC6}
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 interrelationships 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. T • In • KC1

Year 12 Standards

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

The Year 12 Standards for health and physical education comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Community Services (VET)
  - Community Studies
  - Health Education
  - Home Economics
  - Nutrition
  - Outdoor Education
  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students evaluate the latest scientific research on diet and diet-related diseases for different stages of the life span, and develop skills to prepare healthy food suitable for people at the different stages of life. F • T • C • KC1

This includes such learning as:

- developing deeper understandings of the importance of good nutrition through examining the effects of diet on certain diseases. Students generate holistic strategies for application in home, work and social contexts T • In • KC1 • KC6
- adopting healthy behaviours in relation to their own dietary practices, through gaining relevant knowledge and skills that develop self-reliance and responsibility for personal health Id • KC6
- critically analysing the latest scientific data and research on human dietary needs, realising that new information (online and offline) is being developed continually, and exploring the values that shape it C • KC1 • KC5
- examining and reporting on issues related to use of traditional food sources and developed/engineered food sources, and their impact on culture and lifestyle, for different social groups In • KC2
- reading and interpreting information from a variety of sources about nutrition and specific dietary components at different stages of the life span to ensure optimal health, growth and wellbeing C • Id • KC1
- analysing nutritional concerns, including access and equity, for different groups within Australian communities, and investigating health initiatives that attempt to address the issues F • KC1
- analysing and reporting on how the food and hospitality industry responds to changing nutritional knowledge and trends In • KC1 • KC2
- analysing public safety issues concerning food production, distribution and sales, and addressing issues concerning toxicity and contamination. KC1 • KC6
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 4, towards the end of Year 8, the student:

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. **C • F • KC1 • KC2**

Year 12 Standards

The Year 12 Standards for health and physical education comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Community Services (VET)
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  - Health Education
  - Home Economics
  - Nutrition
  - Outdoor Education
  - Physical Education
  - Work Education
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**HEALTH AND PHYSICAL EDUCATION — Senior Years Band Overview**

### SCOPE:

#### Key Ideas

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (eg SHIP students in the Middle Years).

#### STANDARD 4 OUTCOMES

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

- 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**

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

#### STANDARD 5 OUTCOMES

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

- 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**

- 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**

#### YEAR 12 STANDARDS

- The Year 12 Standards represent the level of performance expected of students at the end of Year 12. The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

This external curriculum is defined by:

1. **FUTURES:** developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - Understanding the fundamental aspects of change and using this political awareness to effect change
   - Transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - Identifying, researching and analysing challenges for the future through a diverse range of world views
   - Acting in ways that show an understanding of the impact of those views for the future.

2. **IDENTITY:** critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - Developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
   - Understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - Taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - Relating and working productively with a diverse range of people.

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The health and physical education area offers the following:

- Community Services (VET)
- Community Studies
- Health Education
- Home Economics
- Nutrition
- Outdoor Education
- Physical Education
- Work Education

In the delivery of the students' programs, teachers will provide for the development of the Essential Learnings.

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*continued*
Key Ideas:

Students identify factors that impact on healthy growth and development and use personal skills and community structures to address issues affecting their own, others’ and community health. In • T • KC1

Students develop and report on a greater understanding of the diverse range of relationships that exist within communities, and examine and plan action to address the impact of inequity of power in relationships. Id • In • KC2 • KC3

(b) VET National Training Packages

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace. In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

4.4 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. Id • In • KC1 • KC6

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 • KC6

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 • KC2

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

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

4.9 Identifies health issues relevant to long-term conditions and develops strategies to deal with those issues for self and others. In • T • KC1 • KC2

5.4 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. Id • In • T • KC1

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

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

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

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

5.9 Analyses and articulates the consequences of activities that contribute to harm and develops strategies to deal with those issues. Id • In • T • KC1 • KC2

5.10 Critically analyses and evaluates effective strategies and behaviours to promote health and prevent illness. Id • In • KC1 • KC6

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

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

5.13 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. Id • In • KC1 • KC6

5.14 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 • KC6

5.15 Identifies health issues relevant to long-term conditions and develops strategies to deal with those issues for self and others. In • T • KC1 • KC2

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

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

5.18 Identifies health issues relevant to long-term conditions and develops strategies to deal with those issues for self and others. In • T • KC1 • KC2

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

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

(c) Other Year 12 Level Curriculum

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent. In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:

- developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures
- using multiple ways of thinking to discover, construct and deconstruct meaning
- actively processing complex and competing sets of information
- extending the complexity of connections among ideas in technological, social, economic, political and cultural environments
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative 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 its technologies, including:

- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts
- communicating abstract ideas and concepts
- developing arguments; understanding position, bias, alternative meanings
- increasing metalinguistic awareness and use
- understanding the relationship between language and power
- communicating powerfully and persuasively in a range of contexts.

* the investigation of the relations between language and its cultural context
Languages

Introduction

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

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

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

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

The goals of learning a language include:

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

- Understanding language as a system: Learners reflect upon language in use and the uses of language, and generate an awareness of the nature of the target language, and of their first language by comparison. They develop an understanding of how language works as a system, and ultimately recognise the power of language for people as individuals and as members of society.
Understanding culture: Learners develop an understanding of the interrelationship of language and culture, and extend their capability to move across cultures, engaging with diversity.

General knowledge: Learners extend their knowledge of, and make connections across, a range of ideas related to their interests, to issues in their world, and to concepts drawn from the range of Learning Areas.

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

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

**Place of English in learning languages**

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

**The SACSA Framework and ESL students**

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

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

Learner Pathways

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

The Pathways are as follows:

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

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

Within each Pathway there are two entry points as follows:

**Entry point A**—this refers to 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 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
Languages Pathway 1A

Curriculum Scope and Standards

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

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

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

- communication
- understanding language
- understanding culture.

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

Literacy, numeracy and information and communication technologies in languages

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

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

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

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

**The connection between Standard 5 and the Year 12 Standards in languages (Pathway 1A)**

The following Senior Years Scope in languages (Pathway 1A) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in languages (Pathway 1A) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
South Australian Curriculum, Standards and Accountability Framework

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, 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 the Senior Years students conceptualise and explain the interdependence of language and culture and the power of language as a medium for moving between cultures, and for building positive and reciprocal inter-cultural relationships. C • In • KC1 • KC2 They explore diverse cultural perspectives and develop personal positions on issues and ideas of local and global significance, and understand the positions taken by others. Id • In • KC6 They critically engage with the relationships of cause and effect in historical and contemporary issues and events, anticipating possible consequences or solutions, and analysing how their ideas are connected with those of others, and their future, at a local and global level. C • In • F • KC1 • KC6

Students learn through the world of text and other people’s experience, engaging with and discussing ideas and topics from a range of Learning Areas and the media, with a focus on interpreting and analysing cultural perspectives in texts. C • In • KC1 • KC2 They use language in a range of contexts, focusing on social and public spheres; their own experiences and aspirations; contemporary and futures-oriented issues such as the environment; social issues and popular culture; further education and training opportunities and careers; the world of communication, the media; and the world of the target language-speaking communities both locally and globally. C • In • F • KC6 • KC7

Communication involves several participants and several turns, with an emphasis on problem-solving, reasoning and explaining, and applying their knowledge. KC1 • KC2 • KC6 Students access, analyse and apply information on contemporary issues and popular culture; and appraise and explain personal experiences, opinions, aspirations and ideas. C • In • Id • KC1 • KC2 They interact and exchange information, opinions, and perspectives in discussions, and record their own extended texts of several paragraphs, including narratives, descriptions, arguments or justifications, and personal reflections or responses to texts. C • T • KC2

Students engage with a range of text types, including authentic and modified texts from the media and literature, and online resources. KC7 They listen to, view and read texts to expand their capability to interpret meaning; and use the language to explore the world of learning and knowledge (including topics drawn from other Learning Areas), the world of work, and the world of communication and the media. C • In • F • KC1 • KC6

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

Listening

Students listen and respond to texts to analyse and interpret meanings in diverse media. They make connections between ideas and perspectives expressed in text, and consider their implications for audiences of diverse backgrounds. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- conceptualising that tone and pace influence the way meaning is conveyed in speech C • KC1
- identifying layers of meaning (e.g., gist, main points, specific or supporting detail), and making judgments in determining the relevance and irrelevance of detail in text C • T • KC1
- recognising the impact of stylistic features (e.g., sarcasm, humour) in texts C
- distinguishing between fact and opinion and the intention of the speaker C
- using analytical skills to identify linguistic and cultural aspects in texts T • KC1
- analysing the derivations or origins of words and word groups in order to make connections between known and unfamiliar vocabulary and concepts In • KC1
- listening to or viewing a range of media for personal enjoyment; to research and learn more about the language and culture. C • In • KC1 • KC7

Speaking

Students interact to exchange ideas, information and opinions, and demonstrate ways of working toward collaborative goals. In • C • KC2 • KC3 • KC4

This includes such learning as:

- using forms of address appropriate to the audience in a range of formal and informal settings C • In • KC2
- initiating an interaction by eliciting, informing, directing, introducing a new point, using explanation or hypothesising C • KC2 • KC6
- maintaining an interaction by acknowledging, adding, exemplifying, justifying, evaluating, amplifying, turn-taking, interrupting, challenging or pausing using fillers C • In
- adapting or reformulating language as a result of feedback C
- concluding an interaction appropriately, or concluding a topic by summing up C
- working in teams to research, plan, organise and present information and ideas to others. In • KC1 • KC2 • KC3 • 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 (e.g., announcement, description) C
- identifies roles and relationships between participants In
- identifies key items of information (e.g., points of view, events and sequences of events, reasons for decisions) C • KC1
- demonstrates connections between ideas (e.g., notions of time and place) T • KC2
- responds by sharing a personal view or opinion with others. C • In • 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 (e.g., 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. C • T • KC2

Year 12 Standards

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 C • In • 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

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: communication—Pathway 1A

Reading

Students read and respond to texts to analyse and interpret meanings, to make connections between ideas and perspectives, and to consider their implications for audiences of diverse backgrounds. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- identifying layers of meaning (e.g. gist, main points, specific or supporting detail), and making judgments in determining the relevance and irrelevance of detail in text C • KC1
- analysing the impact of stylistic features (e.g. sarcasm, humour) in texts C • KC1
- distinguishing between fact and opinion, the intention and motivation of the writer, and the likely intended and unintended social consequences of the work C • KC1
- analysing the derivations or origins of words to make connections between known and unfamiliar vocabulary and concepts In • KC1 • KC6
- scanning, note-taking, synthesising, and using research skills in order to access and organise information to present to others T • C • In • KC1 • KC2
- reading widely for pleasure and educational purposes, including accessing information on further education and training options. C • KC1

Writing

Students write their own texts to present ideas and provide personal reflections about the nature of identity, and to apply knowledge and understanding in new contexts. Id • T • C • KC1 • KC2 • KC6

This includes such learning as:

- sequencing and developing ideas, including ordering ideas and information for a particular effect (e.g. prolonging interest, conveying humour, amplification, illustration) C • T • KC3
- judging the appropriateness of words for particular purposes or contexts, when using dictionaries and other resources T • KC1
- editing by checking the content for coherence, focus, relevance, sufficiency, bias and value C • T • KC1
- reconstructing information from various sources (e.g. reflecting different perspectives in evaluating information or summarising based on the main idea, data, specific portions or whole texts) C • KC1
- constructing writing for different audiences using appropriate convention, style, register and tone, in a range of contexts C • KC2 • KC6
- writing to maintain relationships with others to convey concepts, opinions and ideas and to entertain others. In • KC2
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 T • Id • 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. T • In • KC1 • KC2 • KC6

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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4.4

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

Examples of evidence include that the student:
- uses text conventions as appropriate for the purpose C • T • KC3
- structures ideas to form a cohesive text, and demonstrates a logical sequence C
- extends or elaborates the message using (eg comparison or contrast) C • T
- 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

5.4

Conveys personal experiences, ideas, opinions and aspirations, and demonstrates respect for alternative perspectives. Id • T • C • KC2

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 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 Senior Years students analyse linguistic and cultural dimensions of language use, and independently build upon their understanding of the systemic nature of languages. They analyse how meaning is conveyed in a range of contexts, and make comparisons and draw connections between languages to develop their metalinguistic knowledge and overall literacy.

Students develop critical understanding of perspectives and intentions of others through negotiating and interpreting how values and beliefs are expressed in text. They use multiple ways of thinking to deconstruct and construct texts; to make connections and evaluate values, ideas and issues; and to discern concepts expressed in various media. They reflect critically on how ideas and standpoints of diverse groups are represented in language, recognising the power of language to be used in positive and negative ways, and its potential to assist them to negotiate their way in a changing world.

Students identify a range of further education, training and career options and pathways through research.

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Students recognise the power of language by analysing the ways in which it can be used to portray or influence others, or to create a desired impact. \( \text{In} \times \text{T} \times \text{C} \times \text{KC1} \times \text{KC6} \)

This includes such learning as:

- conceptualising language learning and use, and extending their knowledge of the system of the language \( \text{T} \times \text{KC1} \)
- abstracting aspects of the form of the language to establishing patterns that can be applied in new contexts \( \text{T} \times \text{KC1} \times \text{KC5} \times \text{KC6} \)
- discussing features of the language evident in texts to explain how the language system accentuates and favours some groups and relationships, and marginalises others \( \text{T} \times \text{In} \times \text{KC1} \times \text{KC2} \)
- analysing and discussing how the message varies according to context and purpose; i.e., understanding formal and informal registers, and when and where they apply \( \text{C} \times \text{T} \times \text{KC1} \times \text{KC2} \)
- reflecting on how the information is organised in the language by analysing the relationship between word order and meaning \( \text{C} \times \text{KC1} \)
- extending their knowledge of where, when, how and why language variants are used (e.g., in different media, websites, and community and work situations) \( \text{C} \)
- applying knowledge of language concepts and processes to their own learning (e.g., using a range of structures to organise and relate their ideas, and elaborate their message) \( \text{T} \times \text{C} \times \text{KC3} \)
- conveying meaning in culturally specific ways (e.g., the use of idiom, colloquial expressions or figurative expressions) \( \text{C} \times \text{KC2} \)
- extending their vocabulary into specialised topic areas beyond their own environment and experience, by drawing upon cognates or root words to discern meaning \( \text{C} \times \text{T} \times \text{KC1} \)
- comparing and contrasting how meaning is conveyed in their first language and other languages (e.g., recognising that there is not a word for word equivalence across languages, and that interpreting language involves interpreting cultural meaning) \( \text{In} \times \text{KC1} \)
- reflecting on how personal identity influences the way language is used to describe the world, everyday life and relations, and how meaning is conveyed in culturally specific contexts. \( \text{Id} \times \text{KC1} \)

Developing understanding of language in the Senior Years Band includes learning the specific structures and conventions of the target language system as listed on page 148.
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 C • In • KC2
- applies structures to elaborate or extend the message C • T
- 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 4, towards the end of Year 8, the student:

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 • KC1
- 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 C • T • 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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
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- VET National Training Packages
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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
- 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) and other numerical information
- 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 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 1A

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

In the Senior Years students engage with a range of texts drawn from everyday life, including popular media, film and literature in order to research, identify and explain cultural concepts and processes; and make comparisons and connections with their own cultural experience. Id • In • KC1 • KC2 They conceptualise cultures as dynamic systems of perceptions, practices and products that vary according to place and time; and learn how other cultures and communities view their world. In • F • KC1 They critically analyse perspectives and intentions of others through interpreting how values and beliefs are expressed in text and social interaction. T • In • KC1 • KC2

They engage with and evaluate ideas, and discern diverse cultural standpoints on historical and contemporary issues and events, identifying possible solutions and future scenarios. T • F • KC1 • KC6 They reflect critically on how ideas and standpoints of diverse groups are represented in language, recognising the power of language to be used in positive and negative ways, and how language can be used to negotiate in diverse cultural settings. C • In • KC1 • KC2

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

Students identify and respond to challenges for the future through analysis of diverse world views. They develop an awareness that texts are socially constructed in response to the needs of specific groups in particular times and places. F • Id • In • T • KC1 • KC2

This includes such learning as:

- learning and applying knowledge of cultural concepts, and ways of thinking and learning about culture T
- analysing the origins and importance of, and relationship between, aspects of social, political and economic systems, the physical environment and historical development. Students assess the influence of these aspects on cultural values and practices In • KC1
- appraising how the dynamic nature of a culture is expressed through and reflected in language In • T • KC1
- developing a critical approach to interpreting and presenting ideas related to cultural influences and perspectives T • KC1 • KC2
- reflecting on the way diverse communities within and across cultures view the past and present, and plan for the future; and the ways these differences are expressed in texts Id • F • In • KC1 • KC2 • KC3
- reflecting on the value systems of diverse cultures, across age levels, religions, environments, genders and time, and placing the construction of their own biography within this context Id • In • KC1
- making connections between their own values, beliefs and experiences and those of their peers in communities where the target language is used Id • In • KC6
- 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 • 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) **T • In**
- 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) **Id • In • F • 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 • F • 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 **Id • In • F • 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. **In • F • KC1**

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Languages (alphabetic)
Pathway 1B
Second language learners 8–12
South Australian Curriculum, Standards and Accountability Framework

Languages Pathway 1B

Curriculum Scope and Standards

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. KC1 • 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. 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.

**The connection between Standard 5 and the Year 12 Standards in languages (Pathway 1B)**

The following Senior Years Scope in languages (Pathway 1B) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in languages (Pathway 1B) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
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, 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 the Senior Years students conceptualise and explain the interdependence of language and culture and the power of language as a medium for moving between cultures, and for building positive and reciprocal inter-cultural relationships. C • In They explore diverse cultural perspectives and develop a personal position on issues and ideas of local and global significance Id • In • KC6 They critically engage with the relationships of cause and effect in historical and contemporary issues and events, anticipating possible consequences, and analysing how their ideas are connected with those of others, and their future, at a local and global level. C • In • F • KC1 • KC6

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. C • T • 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; personal and community lifestyles, and the world of leisure and entertainment, both locally and in environments where the target language is used.

To access new ideas and information, students engage with a range of text types, including extended and authentic material drawn from popular magazines and other media in print and online, containing unknown words and structures and new concepts. C • KC1 Texts for listening include exchanges between native speakers in real-life settings, including 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. C • In • T • KC2

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. Id • C • T • KC2 Language use is supported by focusing on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries and other electronic and digital information sources; and on extending students’ understanding of how language is used in particular contexts. T • F • KC1 • KC7

Students interact and exchange information, opinions and perspectives in social and educational settings. C • KC2 They write their own extended texts of several paragraphs, including narratives, descriptions, arguments or justifications, and personal reflections or responses to texts. KC2 They use their writing to express and exchange ideas about their personal, social, educational and working world; the world in the present and future, of knowledge and learning; and about communities where the target language is used, with a focus on their future aspirations. C • Id • F • KC2

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

**Listening**

*Students listen 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 in text, and using processes of inquiry in seeking solutions to problems.*

This includes such learning as:

- analysing the ways in which tone and pace influence how meaning is conveyed in speech **C • KC1**
- analysing layers of meaning (e.g., gist, main points, specific or supporting detail), and making judgments in determining the relevance of detail in text **C • T • KC1**
- listening to or viewing a range of media, including audio, video and interactive software packages, for personal enjoyment and to research and learn more about the language and culture **C • In • KC1 • KC7**
- appraising the impact of stylistic features (e.g., sarcasm, humour) in texts **C • KC1**
- distinguishing between fact and opinion and the intention of the speaker **C • KC1**
- analysing the derivations or origins of words in order to make connections between known and unfamiliar vocabulary and concepts. **In • KC1**

**Speaking**

*Students interact to exchange ideas, information and opinions, and demonstrate ways of working to achieve collaborative goals.*

This includes such learning as:

- using forms of address appropriate to the audience in a range of formal and informal settings **C • In • KC2**
- introducing a topic by announcing or stating intentions or a hypothesis **C**
- initiating an interaction by informing, directing, introducing a new point, using explanation or questioning **C • KC2**
- responding to an intervention by acknowledging, agreeing or disagreeing with other points of view, and by inquiring to seek clarification **C • In • KC2**
- initiating, creating and maintaining an interaction by adding, exemplifying or justifying points of view **KC6**
- applying appropriate routines in conversation (e.g., turn-taking, interrupting or challenging, pausing using fillers) **C • In**
- adapting or reformulating language as a result of feedback **C • KC2**
- concluding a topic by using verbal cues for summing up **C**
- concluding an interaction appropriately by acknowledging, thanking, affirming agreement **C**
- presenting information and ideas in a range of media including digital and electronic technologies, including using ICTs **C • KC2 • KC7**
- working in teams to negotiate and present ideas. **In • KC2 • KC4**
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 C • Id • KC1
- selects from options to match information or complete sentences T
- responds to questions about self, home life and interests C • Id • 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. C • In • KC2

Year 12 Standards

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

Examples of evidence include that the student:
- initiates and concludes an exchange or presentation appropriately C • KC2
- sustains the interaction, using strategies (e.g., asking for repetition, rephrasing, clarification) In
- responds to factual, open-ended questions (e.g., 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

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**Strand: communication—Pathway 1B**

**Reading**

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

This includes such learning as:

- recognising that reading involves identifying the intention and values of the author and the intended audience **C**
- analysing the ways texts are developed (eg through the use of expansion, elaboration or restating of information) **T • KC1**
- demonstrating that information obtained is not directly transferable, and needs to be actively and personally processed in order to be used to construct their own texts **C • T • KC2**
- identifying layers of meaning (eg gist, main points, specific or supporting detail), distinguishing between fact and opinion, and making judgments in determining the relevance and irrelevance of detail in text **C • KC1**
- appraising the impact of stylistic features (eg sarcasm, humour) in texts **C • KC1**
- using analytical skills to identify linguistic and cultural aspects in texts **T • KC1**
- analysing the derivations or origins of words to make connections between known and unfamiliar vocabulary and concepts **In • KC1 • KC6**
- scanning, note-taking, synthesising and using research skills to access and organise information (online and offline) to present to others **T • C • In • KC1**
- appraising the role of written text in social interactions and information management, and the value of reading for both pleasure and to enhance learning **C • KC1**
- reading information through a variety of electronic information sources to learn about the language, and accessing information about topics of interest. **C • KC7**
At Standard 4, towards the end of Year 8, 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) T • 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 5, towards the end of Year 10, 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 • KC3
- 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 T • F • KC1
- provides supporting evidence for a decision or opinion. T

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

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Writing

Students write their own texts to describe aspects of, and provide personal reflections on, personal and group identity. They present points of view with evidence of thinking and reasoning, and demonstrate respect in responding to the views of others. In • T • C • KC1 • KC2

This includes such learning as:

- planning and organising information to construct texts, using a variety of ways to gather and organise ideas (eg note-taking, comparison tables and charts, concept maps) T • C • KC3 • KC5
- using appropriate forms of address for different audiences (eg their peers, familiar adults, persons in positions of authority) C • In • 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
- 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 simplifying relevant points extracted from text) C • KC2
- sequencing and developing ideas, including ordering ideas and information for a particular effect (eg prolonging interest, conveying humour, listing numerical information, amplification, illustration) C • T • KC3 • KC5
- judging the appropriateness of words for particular purposes or contexts, when using dictionaries and other resources T • KC1
- editing by checking the content for coherence, focus, relevance, sufficiency and values C • T
- reconstructing information from various sources (eg reflecting different perspectives in evaluating information or data; or summarising based on the main idea, specific portions or whole texts) C • KC1 • KC5
- constructing writing in a range of formats (including creating a personal homepage, interactive website or animation) for different audiences, using appropriate convention, style, register and tone in a range of contexts C • KC2 • KC6 • KC7
- writing to maintain relationships with other users of the language; to convey concepts, opinions and ideas; and to entertain others. In • KC2
At Standard 4, towards the end of Year 8, 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 (eg title, heading, letter format) C • T
- orders words correctly in simple statements (eg actions, descriptions, numbers or questions) C • T
- uses modelled sentence patterns to express personal information and ideas Id
- links ideas using connectives (eg and, but, also, because) C • T
- extends the message (eg using adjectives and adverbs) C
- uses interactive software and word processing to construct texts and share information with others. KC2 • KC7

At Standard 5, towards the end of Year 10, 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 C • T
- structures ideas to form a cohesive text, and demonstrates a logical sequence C • KC3
- extends or elaborates the message (eg using comparison or contrast) C • T
- 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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
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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 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 Senior Years students 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 standpoints 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, further education and training 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 1B.
Strand: understanding language—Pathway 1B

Students explore the power of language, demonstrating awareness of the ways language can be used to portray and influence others, to create a desired impact.

This includes such learning as:

- conceptualising language learning and use, reflecting on and exploring how information is organised in the language, and extending their knowledge of the system of the language C • T • KC1
- discussing and using features of the language evident in texts to explain how the language system accentuates and favours some groups and relationships, and marginalises others T • In • KC2
- analysing the relationship between word order and meaning, and establishing patterns that can be applied in new contexts T • KC1 • KC5 • KC6
- analysing and discussing how the message varies according to context and purpose; ie understanding formal and informal registers, and when and where they apply C • T • KC1 • KC2
- extending their vocabulary into specialised topic areas beyond their own environment and experience, and drawing upon cognates or root words to discern meaning C • T
- applying knowledge of language concepts and processes to their own learning (eg using a range of structures to organise and relate their ideas and elaborate their message) T • C
- conveying meaning in culturally specific ways (eg the use of idiom, colloquial or figurative expressions) C • KC2
- comparing and contrasting how meaning is conveyed in their first language and other languages (eg recognising that there is not a word for word equivalence across languages, and that interpreting language involves interpreting cultural meaning) In • KC1
- extending their knowledge of where, when, and how why language variants are used (eg in different media) C
- reflecting on how personal identity influences the way language is used to describe the world and everyday life and relations, and how meaning is conveyed in culturally specific contexts. Id • KC1

Developing understanding of language in the Senior Years Band includes learning the specific structures and conventions of the target language system as listed on page 168.
4.5

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

Examples of evidence include that the student:
- deciphers meaning of new words using contextual knowledge and textual resources T
- applies linguistic structures to extend their own meaning (e.g., time markers, adverbs, adjectives) T
- varies structures to, for example, ask questions, make positive and negative statements, express feelings and opinions or form negatives C • T • KC2
- makes comparisons with known language to identify and describe patterns and features of the language. In • KC1 • KC2

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

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

5.5

Applies knowledge of language forms to identify, analyse and describe patterns in language.
In • T • C • KC1

Examples of evidence include that the student:
- recognises and employs conventions of speech and writing when addressing different audiences C • KC1 • KC2
- applies structures to elaborate or extend the message C • T • KC3
- analyses connections between language and cultural practices of the language In • Id • KC1
- makes comparisons between languages to explain aspects of the target language system. In • T • KC1 • KC2

Year 12 Standards

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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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
- 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 1B

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

In the Senior Years students appraise cultural concepts and processes through investigation and analysis of texts, and personal engagement with speakers of the target language. In • Id • C • KC1 They conceptualise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. In • F • KC1 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 • KC6

Students analyse ‘identity’ and recognise the power of cultural and linguistic diversity, demonstrating an understanding of the dynamic and multidimensional nature of individual and group identity, by exploring depictions of peoples and cultures in texts. Id • KC1 • KC2 • KC6 They work collaboratively with others, demonstrating a capability to engage with a diversity of opinions, and a respect for cultural diversity in interactions with others. In • KC4

Following is the Key Idea that comprises the understanding culture strand in Pathway 1B.
Students demonstrate respect for, and understand the connections between, identity and the values and practices of diverse groups, and explore perspectives on challenges for the future. F • Id • In • T • KC1 • KC2 • KC6

This includes such learning as:

- conceptualising and applying knowledge of cultural concepts, and ways of thinking and learning about culture T • KC1
- analysing the origins and importance of values and beliefs that underlie and influence patterns of verbal and non-verbal behaviour (e.g., politeness, personal space, respect for elders, allowing privilege to specific groups and individuals) In • KC1
- developing a critical approach to understanding their own culture and identity, and cultural diversity, including making comparisons and connections, both between cultures and about taken-for-granted conventions and language practices Id • KC1 • KC6
- being critically aware of the value of cultural understanding in the global community now and in the future, and considering their part in it F • KC1
- analysing the origins and importance of, and relationship between, aspects of social, political and economic systems, the physical environment and historical development. Students assess the influence of these aspects on cultural values and practices In • KC1
- appraising the dynamic nature of a culture and the ways it is expressed through, and reflected in, language In • T • KC1
- developing a critical approach to interpreting and presenting ideas related to cultural influences and perspectives T • KC1 • KC2
- reflecting on the way diverse communities within and across cultures view the current world and plan for the future Id • F • KC1
- reflecting on the value systems of diverse cultures across age levels, religions, environments, genders and time Id • In • KC1
- making connections between their own values, beliefs and experiences and those of their peers in communities where the target language is used Id • In • KC6
- reflecting on how personal identity influences, and is influenced by, the way language is used to describe the world and everyday life, and how meaning is conveyed in culturally specific contexts. Id • In • KC1
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. Id • In • KC1

Examples of evidence include that the student:
- relates aspects of culture, language and identity in texts (eg forms of address) In • Id • KC1
- identifies patterns of interaction and behaviour in everyday life over time (eg relationships between people) In • F • 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. Id • In • T • KC1

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 • KC2
- 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

Year 12 Standards

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- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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Languages (alphabetic)
Pathway 2A
Background learners R–12
Languages Pathway 2A

Curriculum Scope and Standards

Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. 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. C • Id • In • KC1

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

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

- communication
- understanding language
- understanding culture.

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

Literacy, numeracy and information and communication technologies in languages

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

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

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

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

The connection between Standard 5 and the Year 12 Standards in languages (Pathway 2A)

The following Senior Years Scope in languages (Pathway 2A) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in languages (Pathway 2A) will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
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 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 presented through the skills of listening, speaking, reading and writing.

In this Band students research and demonstrate critical understanding of historical and contemporary issues of local and global significance; and issues affecting their educational training and employment, demonstrating foresight and personal responsibility for the future. C • In • F • KC1 • KC2 Students conceptualise that communicating and thinking in additional languages produces multiple pathways to knowing and relating ideas and processes. C • T • KC1 • KC6 They think creatively to communicate ideas with responsibility and respect for the views of others. C • In • KC2 • KC6 Students examine ‘identity’, making connections between thought, speech and action, including inter-cultural perspectives in personal, social and community contexts. C • Id • KC6 They access a range of further education, training and career options and pathways in languages through research; and setting, and reflecting on, short- and long-term goals. C • T • KC1 • KC3

Students learn through texts and other people’s experience, engaging with ideas from a range of Learning Areas and the media. C • T • In • KC2 They interpret and analyse cultural perspectives in texts, exploring ‘identity’, values and global issues. In • Id • KC1

Students use language in a range of contexts, focusing on social and public spheres, their own personal experience and plans, topical interests such as the environment, social issues and popular culture, education and training opportunities, the world of communications, and cultural diversity. C • In • F • KC6 The emphasis is on problem-solving, reasoning, explaining, and applying their knowledge of how language and action are shaped by the attitudes, values and beliefs of diverse groups. T • In • KC1 • KC2 • KC6

Students listen to, read, view and respond to a variety of media and literature texts, using a range of digital and electronic technologies to expand their capability to understand and use the language in diverse further education and training settings. C • KC1 • KC2 • KC7 They access, construct and present information in multimodal texts. In so doing students develop a metalanguage for reflecting on, and talking about, language and texts. C • T • KC2 They read fiction and non-fiction texts from different times, including literature and texts from the media, and develop critical understanding and an appreciation of the purpose, context, style and structure of these texts. C • T • KC1 They interpret, analyse, evaluate and compare ideas with their own experience; and reflect on the diversity of perspectives about work, leisure, popular culture and everyday life. Id • In • KC1 • KC6 They also explore the potential of spoken language for humour and for making social and cultural change. In • F • KC6

Students interact and exchange information and opinions with audiences of diverse linguistic and cultural backgrounds in discussions, debates, personal presentations and online interactions, on topics related to the world of learning and knowledge (including other Learning Areas), work, communication, literature and the media. C • In • KC2 They construct their own everyday, literary and multimodal texts such as narratives, descriptions, arguments or justifications, and develop personal reflections or responses to texts. KC2 They also evaluate and challenge cultural norms in their own spoken and written expression. C • In • KC1 • KC6

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

**Listening**

Students listen and respond to texts to explore and evaluate issues related to their sense of identity. \(KC2 \cdot KC6\)

They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. \(T \cdot C \cdot KC1\)

This includes such learning as:

- analysing the organisational structure and reflecting on the purpose of a text, including interpreting how the point of view or motivation of the speaker is expressed, and who is the target audience \(T \cdot C \cdot KC1\)
- interpreting coherence in texts (eg causal and temporal relationships; relationships established through ordering, comparison or exemplification) \(C \cdot KC1\)
- analysing how mood is established through the use of stylistic features (eg use of figurative language, rhetorical devices, irony, humour) in texts \(T \cdot C \cdot KC1\)
- analysing ways in which emotion is conveyed (eg pausing and repetition, expressions of regret or annoyance) \(T \cdot C \cdot KC1\)
- reflecting on their own interpretations of texts, and those of people with diverse values and beliefs. \(Id \cdot T \cdot C \cdot KC1\)

**Speaking**

Students interact and exchange information and opinions in working toward collaborative goals, respecting diversity in personal, social and vocational interests. \(Id \cdot In \cdot C \cdot KC2 \cdot KC3\)

This includes such learning as:

- initiating, maintaining and concluding an exchange or presentation for particular purposes \(C \cdot KC2\)
- anticipating needs and expectations of audience (eg pacing the delivery, paraphrasing, using a range of media to support meaning) \(In \cdot KC2\)
- making linguistic choices to influence audience (eg using expressive language) \(T \cdot C\)
- monitoring understanding and interpretation of meaning, and responding to feedback (eg dealing with interruptions, adjusting information in response to listener reaction) \(C \cdot T \cdot In \cdot KC2\)
- responding constructively to alternative views, and exploring personal values, shared meanings and future possibilities. \(Id \cdot In \cdot F \cdot KC2 \cdot KC6\)
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 C • T • KC2
- recognises different interpretations of issues and events T
- identifies relationships between ideas and participants in texts T • In • KC1
- identifies reasons or evidence for a decision or perspective T
- relates opinions or facts from different sources in order to present a position. T • C • Id • KC1 • KC2

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

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 C • T • 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 T • Id • KC6
- relates own perspectives to those presented in texts. T • Id • KC1

Engages in social interactions to inform and entertain on contemporary issues. In • T • C

Examples of evidence include that the student:
- organises information and ideas from different sources to convey a coherent position (eg mount an argument) C • T • KC1
- supports views with evidence, reasons or examples to convince or persuade others C • T
- negotiates to reach consensus on an issue (eg make decisions or make agreements) C • T • In • KC6
- employs stylistic features (eg contrast or emotion to add emphasis) C • T
- shows reciprocity with the audience (eg acknowledging their reaction or inquiry). C • In • KC2

Engages with diverse perspectives on contemporary issues in collaboration with others. In • C • KC4

Examples of evidence include that the student:
- presents reasoned perspectives, qualifying or contrasting ideas T • KC2
- orders information to present a coherent argument T • KC3
- uses stylistic devices to enhance meaning C • T
- shows awareness of and sensitivity to the knowledge and values of the audience (eg rephrasing, affirming meaning) C • In • KC1
- justifies facts or opinions by reference to sources T • KC2
- presents to different audiences in different media (eg video performance). C • KC2

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: communication—Pathway 2A

Reading

Students read and respond to texts to explore and evaluate issues. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in text. T • C • KC1 • KC2 • KC6

This includes such learning as:

- analysing texts using topical knowledge T • KC1
- synthesising ideas drawn from multiple sources, including data T • KC1 • KC5
- analysing context, structure and content, and viewpoints, in texts (eg themes, characterisation and plot in literature) T • C • KC1
- identifying how the author’s purpose relates to style and tone, and their influence on readers T • C • In • KC1
- extracting evidence to support a position, using devices such as direct quotation and examples T • C • KC1
- recognising conventions of text referencing and their influence on meaning T • C
- critically selecting information from a variety of electronic and other sources, and comparing representations of issues in media images and in literature. C • T • Id • KC1 • KC7

Writing

Students write to maintain relationships locally and globally; and to express personal perspectives and reflecting upon the views of others on social, community, paid and unpaid work, educational and training issues, in the past, present and future. F • Id • In • KC2

This includes such learning as:

- presenting text with appropriate formality and structure for further education and training and literary purposes C
- synthesising and presenting information from multiple sources (eg reflecting on two sides of an argument, and establishing a position) T • C • KC1 • KC2
- analysing purpose and context to structure writing of a text (eg report, procedure) T • C • KC1
- expressing thoughts and emotions, in order to influence or attract the audience or to assert a point of view, using a range of rhetorical devices C • KC2
- appraising how meaning is conveyed to audiences of diverse linguistic background by developing bilingual texts (eg phrasebook, captions for a display) C • KC1
- writing to express own ideas, opinions and imagination, including producing texts using multimedia (eg e-mail, bulletin board) C • Id • KC2
- using a portfolio to document and express personal preferences, and future possibilities. C • F • Id • KC2
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 C • T • KC1 • KC2
- identifies how intention and perspective is expressed through choice of words and stylistic devices C • T • KC1 • KC2
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective C • T • KC1
- distinguishes the historical and cultural context of the text C • T
- 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

Critically 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 T • Id • KC1
- analyses cultural values of author/characters T • Id • KC1
- compares descriptions of the historical or cultural significance of issues, people and events, and considers alternative scenarios T • F • KC1
- makes choices about the value of texts and sources. T • C • KC1

Year 12 Standards

5.4

Conveys information, ideas and perspectives about social and community issues. F • Id • In • 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 T • F • 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. C • In • Id • KC2 • KC6

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The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
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Strand: understanding language—Pathway 2A

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

In this Band students independently build upon their understanding of the systemic nature of language by making comparisons and drawing connections between languages, and developing metalinguistic knowledge and overall literacy across languages. They recognise and respond to positions, values and interests expressed in various media in social, educational, work and public contexts, and reflect critically on the way in which cultural values and beliefs influence interpretations of meaning.

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

Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups.

This includes such learning as:

- identifying the historical, cultural and social reasons why particular texts have endured, and the social interests that have enabled this to happen
- appreciating how personal identity influences the way language is used to describe the world and everyday life
- recognising the role of contextual aspects in constructing and interpreting texts
- understanding the role of language in power relationships (eg the way it constructs bias or inequity and, in different circumstances, redresses inequity)
- examining how texts are constructed to influence an audience (eg advertisements, letters of application, websites)
- analysing reasons why texts are organised in certain ways (eg use of opinion in argument, exaggeration in persuasion)
- reflecting on author intention, and the potential of choice of grammatical resource, to shape reactions or interpretations
- offering insight into motives and opinions by identifying stylistic features that affect tone and mood (eg simile, metaphor, body language, analogy, imagery)
- recognising aspects that support or subvert the intention of the speaker
- analysing reasons for their personal reactions to texts (eg sympathy or antagonism toward an author or character)
- creatively using complexity in language and ideas (eg active and passive voice, nominalisation in specialist topic areas)
- translating a text from the target language into English, or vice versa to compare meaning in the original text and its translation
- analysing the use of textual and linguistic resources for positioning readers, by writers in multimodal texts (eg headlines, lead paragraphs, photographic images)

Developing understanding of language in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the structures and conventions of the target language as listed on page 186.
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. In • T • C • KC1

Examples of evidence include that the student:
- analyses texts to explain structural, textual and cultural features of language C • T • KC1
- recognises the need to make appropriate linguistic choices in different contexts C • T • In • KC1
- perceives how relationships between author and audience are developed (e.g. how mood, intention and emotion are expressed) C • T • KC2
- applies comparative knowledge of language to analyse forms of expression in different contexts across languages. C • T • 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. Id • T • C • KC1

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

Year 12 Standards

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External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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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 2A

Through this strand students become aware of cultural value systems in observing and analysing the language, actions and viewpoint of others, in generating their own language, and in interacting with others from diverse cultures. C • In • KC2 • KC4 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.

C • In • T

In this Band students engage with a range of authentic texts drawn from everyday life (including popular media, film and literature) to research, identify and explain cultural concepts and processes; and make comparisons and connections with their own cultural experiences. C • In • KC1 • KC2 • KC6 They conceptualise culture by recognising it as a dynamic system of perceptions, practices and products; and they become aware of how other cultures and communities view their world. In • KC1 They critically reflect on the formation of cultural identities, and discuss the shared nature of human experience across cultures. Id • KC1 • KC2 They explore media in diverse cultural contexts to access and apply knowledge about issues, and understand positions of diverse groups and individuals; reflecting on the relationship between cultural values and beliefs, and the way in which meaning is expressed. C • In • KC6

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

Students recognise the interdependence of public and private spheres of life in examining ideas about the nature of identity, and drawing on texts to analyse how perspectives change over time. **Id • In • C • KC1**

This includes such learning as:

- applying knowledge of cultural concepts, and ways of thinking and learning about cultures **C • In**
- examining ways in which physical, social, political and economic environments are interrelated, and identifying how these forces have influenced historical developments, value systems and social practices across and within cultures **In • KC1**
- exploring how the dynamic nature of culture and life is expressed through, and reflected in, contemporary language use **C • In • KC6**
- making connections between their own values, beliefs and experiences, and those of their peers in diverse cultural and linguistic communities **C • Id • KC6**
- reflecting on and discussing the value systems of diverse cultures across age levels, religions, environments, genders and time, and the way different texts have expressed those value dynamics. **C • Id • KC1 • KC2**
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.

Id • In • KC1

Examples of evidence include that the student:

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

Id • In • C • KC1

Examples of evidence include that the student:

- appraises examples of challenge to cultural generalisations (eg by identifying how stereotypes influence perceptions) C • In • KC1
- provides evidence of the dynamic nature of systems of values and practices C • In • KC2
- discerns the ways cultural values are interpreted by others when expressing personal opinions and ideas about the culture C • In • KC1 • KC2
- refers to personal experience to explain why particular practices are evident and valued in the culture C • Id • KC2
- challenges own assumptions when making connections between values across cultures. C • Id • KC6

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
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Languages (alphabetic)
Pathway 2B
Background learners 8–12
Languages Pathway 2B

Curriculum Scope and Standards

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

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.

The connection between Standard 5 and the Year 12 Standards in languages (Pathway 2B)

The following Senior Years Scope in languages (Pathway 2B) is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in languages (Pathway 2B) will be drawn from more specialised units/curriculum statements provided by external sources (e.g. SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
Strand: communication—Pathway 2B

Through this strand students develop the capability to communicate effectively using various combinations of the macro skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the target language.  

Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts and general knowledge. The Key Ideas and standards are presented through the skills of listening, speaking, reading and writing.

In this Band students research and demonstrate critical understanding of historical and contemporary issues of local and global significance; and issues affecting their further education and training pathways, demonstrating foresight and personal responsibility for the future.

Students discern that communicating and thinking in additional languages produces multiple pathways to knowing and relating ideas and processes. They think creatively to communicate ideas with responsibility and respect for the views of others. Students examine ‘identity’, analysing connections between thought, speech and action, including cross-cultural perspectives in personal, social and community contexts. They access a range of further education, training and career options and pathways in languages through research.

Students engage with the world of texts and other people’s experience, with a focus on interpreting texts and extending, connecting and applying their learning in new contexts. They analyse and discuss ideas and topics from a range of Learning Areas and the media, and interpret and appraise cultural perspectives in texts, exploring ‘identity’, values and global issues.

Students use language in a range of contexts, focusing on social and public spheres, topics related to their experience and aspirations, topical interests such as the environment, social issues and popular culture, education and training opportunities, the world of communications, and cultural diversity. The emphasis is on problem-solving, reasoning, explaining, and applying their knowledge of how language and action are shaped by the attitudes, values and beliefs of diverse groups.

Students engage with a variety of media and literature texts, using a range of digital and electronic technologies. They access, construct and present information in multimodal texts. Students listen to, read, view and respond to extended and authentic texts to expand their capability to understand and use the language in diverse further education and training settings. They read fiction and non-fiction texts from different times, and develop critical understanding and an appreciation of the purpose, context, style and structure of these texts.

In so doing students develop a metalanguage for reflecting on, and talking about, language and texts. They interpret, analyse, evaluate and compare ideas with their own experience; and reflect on the diversity of perspectives about work, leisure, popular culture and everyday life. They learn about the world of learning and knowledge, and the world of communication, literature and the media.

Students interact and exchange information and opinions with audiences of diverse linguistic and cultural backgrounds, in discussions, debates, forums and personal presentations. They construct their own everyday, literary and multimodal texts such as narratives, descriptions, arguments or justifications, and develop personal reflections or responses to texts. They evaluate and challenge cultural norms in their own spoken and written expression.

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

Listening

Students listen and respond to texts to explore and evaluate ideas and issues. KC1 • KC2 • KC6
They investigate ways in which language is used to influence or position others. KC6
They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts.
T • C •

This includes such learning as:

- appraising 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 C • T • KC1
- 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 and irrelevance of detail in text T • KC1
- exploring the relationship between language and other communicative modes (e.g., gesture, rhythm and pacing) in multimodal communication such as debating, e-mailing or accessing interactive websites T • C • KC6 • KC7
- analysing the organisational structure and reflecting on the purpose of a text, including interpreting how the point of view or motivation of the speaker is expressed T • C • KC1
- interpreting coherence in texts (e.g., causal and temporal relationships; relationships established through ordering, comparison or exemplification) T • KC1
- analysing the ways mood is established through the use of stylistic features (e.g., use of figurative language, rhetorical devices, irony, humour) in texts T • C • KC1
- analysing ways in which emotion is conveyed (e.g., pausing and repetition, expressions of regret or annoyance) T • C • KC1
- listening to texts to find solutions to problems, and to explore perspectives, consider evidence and make inferences T • C • KC6
- reflecting on their own interpretations of texts, and those of people with diverse values and beliefs. T • C • Id • KC1
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.

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. C • T • 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 C • T • 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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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Strand: Communication—Pathway 2B

**Speaking**

**Students express personal perspectives on ideas and issues of interest or concern.** KC2 They interact and exchange information and opinions in working with others, respecting diversity in personal beliefs and social practices. In • C • KC2 • KC3 • KC4

This includes such learning as:

- recognising the interests and expectations of the audience/user when initiating, maintaining and concluding an exchange or presentation C • KC1 • KC2
- anticipating needs and expectations of audience (eg pacing the delivery, paraphrasing, using a range of media to support meaning) In • KC2
- making linguistic choices to influence audience (eg using expressive language) T • C
- monitoring understanding and interpretation of meaning, and responding to feedback (eg dealing with interruptions, adjusting information in response to listener reaction) C • T • In • KC1 • KC2
- responding constructively to alternative views, and exploring personal values, shared meanings and future possibilities. In • F • KC2 • KC6

**Reading**

**Students read and respond to texts to explore and evaluate ideas and issues.** KC1 • KC2 • KC6 They investigate ways language is used to influence or position others, and engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. T • C • KC1

This includes such learning as:

- analysing context, structure and content, and viewpoints, in texts (eg themes, characterisation and plot in literature) T • C • KC1
- appraising the author’s purpose in relation to style and tone, and their influence on readers T • C • In • KC1
- comparing representations of issues in media images and in literature and synthesising ideas drawn from multiple sources T • C • Id • KC1
- analysing texts using topical knowledge, extracting evidence to support a position, using devices such as direct quotation and examples T • C • KC1
- recognising conventions of text referencing and their influence on meaning T • C
- critically selecting data and other information from various media sources, including print and online T • C • KC1 • KC5
- scanning, note-taking, tabulating, 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
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 C • T • KC6
- presents a personal perspective on an issue in discussion C • Id • KC2
- uses language for dramatic or emotional effect in speech, play, poetry reading, video C • T

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 (eg explains causes and consequences of actions and events) C • T • 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:

5.2

**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 (eg contrast or emotion to add emphasis) C • T
- supports views with evidence, reasons or examples to convince or persuade others C • In • KC2
- negotiates to reach consensus on an issue, make decisions or make agreements with others C • In • KC2 • KC6
- shows reciprocity with the audience (eg acknowledging their reaction or inquiry), including due recognition for those who are disconnected or excluded. C • In

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

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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- Futures
- Identity
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- Thinking
- Communication.

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Strand: communication—Pathway 2B

Writing

Students write to maintain relationships locally and globally, and to express personal perspectives and respond to the views of others. Id • In • C • KC2

This includes such learning as:

- reflecting upon personal and group identity, and different perspectives, in evaluating information based on interviews, films or other sources C • In • KC1
- presenting text with appropriate formality and structure for further education and training, literary and sociopolitical purposes C • KC2
- synthesising and presenting information from multiple sources (eg reflecting on two sides of an argument and establishing a position) T • C • KC1 • KC2
- analysing purpose and context to structure writing of a text (eg report, procedure) T • C • KC1
- expressing thoughts and emotions, in order to influence or attract the audience or to assert a point of view, using a range of rhetorical devices C • KC2
- editing (eg checking the content for coherence, focus, relevance, sufficiency, value adding; and proofreading for spelling, punctuation, grammar) C
- developing bilingual texts (eg guidebook, phrasebook, captions, games, websites) C • In
- producing texts using multimedia (eg e-mail, bulletin board) to express own ideas, opinions and imagination C • Id • KC7
- expressing personal preferences and future possibilities for further education and training drawing upon their knowledge and use of languages. C • F • Id • KC2 • KC6
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. T • Id • KC2

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

**5.4**

**Votes 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 C • Id
- uses resources for positioning readers in multimodal texts (eg hypertext, headlines, lead paragraphs) C • In
- uses innovative language to explore personal and group identities in new ways. C • In • Id • KC6

Year 12 Standards

**The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.**

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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 independently build upon their understanding of the systemic nature of languages by making comparisons and drawing connections between languages and developing metalinguistic knowledge and overall literacy across languages. They recognise and respond to positions, values and interests expressed in various media in social, educational, work and public contexts, and reflect critically on the way in which cultural values and beliefs influence interpretations of meaning.

Following is the Key Idea that comprises the understanding language strand in Pathway 2B.
Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups.

This includes such learning as:

- dealing with complexity in language and ideas (e.g., active and passive voice, nominalisation in specialist topic areas)
- identifying the historical, cultural and social reasons why particular texts have endured, and the social interests that have enabled this to happen
- recognising the role of contextual aspects in constructing and interpreting texts
- analysing the role of language in power relationships (e.g., the way it constructs bias or inequity and, in different circumstances, redresses inequity)
- analysing the use of resources for positioning readers in multimodal texts (e.g., headlines, lead paragraphs, photographic images)
- analysing the ways that texts are constructed to influence an audience (e.g., advertisements, letters of application)
- appraising the ways that texts are organised (e.g., use of opinion in argument, exaggeration in persuasion)
- analysing author intention, and the potential of choice of grammatical resource, to shape reactions or interpretations (e.g., symbolism, figurative language)
- offering insight into motives and opinions by identifying stylistic features that affect tone and mood (e.g., simile, metaphor, use of statistics, body language, analogy, imagery)
- recognising aspects that support or subvert the intention of the speaker (e.g., sarcasm)
- appreciating how personal identity influences the way language is used to interpret and describe the world and everyday life
- analysing reasons for their personal reactions to texts (e.g., sympathy or antagonism toward an author or character)
- translating a text from the target language into English, or comparing meaning in the original text and its translation.

Developing understanding of language in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the structures and conventions of the target language as listed on page 206.
At Standard 4, towards the end of Year 8, 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. T • C • KC1

Examples of evidence include that the student:

- consciously applies knowledge of form and function, including text structure, in communication T • KC2
- sequences and elaborates on the message to convey detailed meanings C • T • KC2 • KC3
- analyses features used to influence reader perceptions C • T • KC1
- relates understanding of form and meaning by making comparisons between languages through time. C • T • F • KC1

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

5.5

Reflects on the linguistic resource and how cultural meaning is conveyed through language. T • C • KC1

Examples of evidence include that the student:

- analyses texts to explain structural, textual and cultural features of language C • T • KC1
- applies the need to make appropriate linguistic choices in different contexts C • T
- analyses how relationships between author and audience/user are developed (e.g., how mood, intention and emotion are expressed) C • T • KC1
- recognises comparative knowledge of language to analyse forms of expression in different social contexts across languages. C • T • KC1

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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 cultural value systems in analysing the language, actions and viewpoints of others, in generating their own language, and in interacting with others from diverse cultures. C • 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. C • In • T

In this Band students engage with a range of authentic texts drawn from everyday life (including popular media, film and literature) to research, identify and explain cultural concepts and processes, and make comparisons and connections with their own cultural experiences. C • In • T • KC1 • KC2 They conceptualise culture by recognising it as a dynamic system of perceptions, practices and products; and they become aware of how other cultures and communities view their world. C • In They critically reflect on the formation of cultural identities, and discuss the shared nature of human experience across cultures. C • Id • KC1 They explore media in diverse cultural contexts to access and apply knowledge about issues, and understand positions of diverse groups and individuals; reflecting on the relationship between cultural values and beliefs, and the way in which meaning is expressed. C • In • KC6

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

Students reflect on value systems, and consider contemporary issues and future challenges, from diverse cultural perspectives. They develop appreciation of ways personal and social values contribute to individual and group identity.

KC1 • KC6

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking and learning about cultures C • In
- recognising different ways of perceiving and expressing reality, by making comparisons between diverse cultural perspectives C • In • Id • KC1
- explaining how cultural values and practices are products of their time, and change over time; and recognising the importance of a historical perspective in assessing alternative forms of social interaction, and in anticipating the future C • In • F • KC2
- being critically aware of the social benefits of cultural understanding in the global community, and considering their part in it C • In • F • KC1
- examining ways in which physical, social, political and economic environments are interrelated, and identifying how these forces have influenced historical developments, value systems and social practices across cultures over time and place In • F • KC1
- exploring how the dynamic nature of cultural life is expressed through, and reflected in, contemporary language use C • In • KC1
- making connections between their own values, beliefs and experiences, and those of their peers in other communities where the target language is used C • Id • KC1
- reflecting on and discussing the value systems of diverse cultures across age levels, religions, environments, genders and time, and the way different texts have expressed those value dynamics. C • Id • KC1 • KC2
At Standard 4, towards the end of Year 8, 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 C • In • KC2
- describes changing aspects of cultural meaning identified in text In • KC2
- identifies why particular products and practices are valued in cultures C • Id • KC1
- identifies relationships between culture, language and identity in texts C • Id • In • KC1
- establishes commonalities and differences in practices across cultures. C • Id • In

At Standard 5, towards the end of Year 10, 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 C • In • KC1
- analyses alternative perspectives on specific values and practices C • In • Id • F • KC1
- appraises bias or inequality in portrayals of individuals or groups C • In • Id • KC1
- compares their own perspectives with ideas in text C • Id • KC1
- reflects on the changing nature of cultural identity. C • Id • KC1

Year 12 Standards

The Year 12 Standards for languages comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  43 Stage 2 languages at all levels—accelerated, extended and/or specialist
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
LANGUAGES — Senior Years Band Overview

**SCOPE:**

**Key Ideas**

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (eg SHIP students in the Middle Years).

**STANDARD 4 OUTCOMES**

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

1. Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion.

2. Presents information and opinions on issues in social interactions.

3. Synthesises key points of information in texts to form an opinion on an issue.

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

**STANDARD 5 OUTCOMES**

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

1. Identifies and analyses major themes, ideas and cultural aspects in spoken texts.

2. Works cooperatively to share information and ideas, and present opinions on issues of local and global significance.

3. Recognises connections between language and contrasting values and perspectives in texts.

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

**YEAR 12 STANDARDS**

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.

Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Year 12 Standards represent the level of performance expected of students at the end of Year 12.

The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

This external curriculum is defined by:

(a) **SACE Curriculum Statements**

The SACSA Framework and SACE Curriculum Statements articulate the languages area offers the following:

- 43 Stage 2 languages at all levels—accelerated, extended and/or specialist, including Auslan, and Australian Indigenous languages

In the delivery of the students’ programs, teachers will provide for the development of the Essential Learnings.

1. **FUTURES:** developing perspectives to critically reflect upon and contribute to preferred futures, including:

   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. **IDENTITY:** critically understanding and developing personal identity, group identity and relationships, and acting to shape those, including:

   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.

**continued**
UNDERSTANDING LANGUAGE—PATHWAY 1A

**Key Ideas:**

- Students recognise the power of language by analysing the ways in which it can be used to portray or influence others, or to create a desired impact.
- They develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas in text, and using processes of inquiry in seeking solutions to problems.

**Strand:** COMMUNICATION—PATHWAY 1B

**Key Ideas:**

- Students listen 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 in text, and using processes of inquiry in seeking solutions to problems.

3. INTERDEPENDENCE: developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:

- understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing.
- understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities.
- synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments.
- fostering partnerships with employers, schools, local communities and agencies.

4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:

- developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures.
- using multiple ways of thinking to discover, construct and reconstruct meaning.
- actively processing complex and competing sets of information.
- extending the complexity of connections among ideas in technological, social, economic, political and cultural environments.
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative 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 its technologies, including:

- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts.
- communicating abstract ideas and concepts.
- developing arguments; understanding position, bias, alternative meanings.
- increasing metalinguistic* awareness and use.
- understanding the relationship between language and power.
- communicating powerfully and persuasively in a range of contexts.

* the investigation of the relations between language and its cultural context.
### South Australian Curriculum, Standards and Accountability Framework

#### Senior Years Band — Languages

**Key Ideas:**

Students explore the power of language, demonstrating awareness of the ways language can be used to portray and influence others, to create a desired impact. In • T • C • KC6

- **4.5 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

- **5.5 Applies knowledge of language forms to identify, analyse and describe patterns in language.** In • T • C • KC1

### Strand: UNDERSTANDING CULTURE—PATHWAY 1B

**Key Ideas:**

Students demonstrate respect for, and understand the connections between, identity and the values and practices of diverse groups, and explore perspectives on challenges for the future. F • Id • In • T • KC1 • KC2 • KC6

- **4.6 Reflects personally on cultural practices and compares how these are expressed across cultures.** Id • In • T • KC1

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

### Strand: COMMUNICATION—PATHWAY 2A

**Key Ideas:**

Students listen and respond to texts to explore and evaluate issues related to their sense of identity. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. T • C • KC1

Students interact and exchange information and opinions in working toward collaborative goals, respecting diversity in personal, social and vocational interests. Id • In • C • KC2 • KC3

Students read and respond to texts to explore and evaluate issues. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in text. T • C • KC1 • KC2 • KC6

Students write to maintain relationships locally and globally, and to express personal perspectives and reflecting upon the views of others on social, community, paid and unpaid work, educational and training issues, in the past, present and future. F • Id • In • KC2

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

- **4.2 Engages in social interactions to inform and entertain on contemporary issues.** In • T • C

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

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

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

- **5.2 Engages with diverse perspectives on contemporary issues in collaboration with others.** In • C • KC4

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

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

### Strand: UNDERSTANDING LANGUAGE—PATHWAY 1B

**Key Ideas:**

Students listen and respond to texts to explore and evaluate issues related to their sense of identity. KC2 • KC6 They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. T • C • KC1

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

- **4.2 Engages in social interactions to inform and entertain on contemporary issues.** In • T • C

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

- **4.4 Writes texts to convey personal ideas and opinions on contemporary issues.** Id • In • C • KC2
### South Australian Curriculum, Standards and Accountability Framework

#### Senior Years Band — Languages

#### Key Ideas:
Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. **Id • T • C • KC2 • KC6**

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<tr>
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<td><strong>4.5 Reflects on the linguistic resource and how cultural meaning is conveyed through language.</strong> <strong>In • T • C • KC1</strong></td>
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<td><strong>5.5 Extends and applies knowledge of the grammatical resource in creating meaning and analysing text.</strong> <strong>Id • T • C • KC1</strong></td>
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<td><strong>Key Ideas:</strong> Students recognize the interdependence of public and private spheres of life in examining ideas about the nature of identity, and drawing on texts to analyse how perspectives change over time. <strong>Id • In • C • KC1</strong></td>
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<td><strong>4.6 Identifies how cultural perspectives are presented in texts, and compares values and perspectives over time.</strong> <strong>Id • In • KC1</strong></td>
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<tr>
<td><strong>5.6 Examines perspectives and makes judgments about the significance of and reasons for particular practices and values in cultures.</strong> <strong>Id • In • C • KC1</strong></td>
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<td><strong>Key Ideas:</strong> Students listen and respond to texts to explore and evaluate ideas and issues. <strong>KC1 • KC2 • KC6</strong> They investigate ways in which language is used to influence or position others. <strong>KC6</strong> They engage in critical analysis and reflection to challenge or substantiate viewpoints and ideas in texts. <strong>T • C • KC1 • KC6</strong></td>
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<tr>
<td><strong>5.1 Analyses the ways in which meaning is conveyed, and discusses major themes, issues or ideas in texts.</strong> <strong>T • C • KC1 • KC2</strong></td>
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<td><strong>4.2 Engages in social interactions and contributes information and ideas in learning activities.</strong> <strong>In • T • C • KC2</strong></td>
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<tr>
<td><strong>5.2 Engages in social interactions to inform and entertain on issues of interest or concern to young people.</strong> <strong>In • C • KC2</strong></td>
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<td><strong>4.4 Writes texts to convey personal and factual information and imaginative ideas.</strong> <strong>Id • In • C • KC2</strong></td>
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## Strand: UNDERSTANDING LANGUAGE—PATHWAY 2B

### Key Ideas:
Students explore different forms of communication, and demonstrate awareness of the power of language to influence or position individuals and groups. **T • C • KC2 • KC6**

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## Strand: UNDERSTANDING CULTURE—PATHWAY 2B

### Key Ideas:
Students reflect on value systems, and consider contemporary issues and future challenges, from diverse cultural perspectives. They develop appreciation of ways personal and social values contribute to individual and group identity. **F • Id • In • C • KC1 • KC6**

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

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

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

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

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

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

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

- construct their own mathematical meaning through interaction with the ideas they hold and 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, 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 situations and working with problems
  - develop dispositions to formulate, represent, abstract and generalise in situations within and outside mathematics
  - apply a wide variety of strategies to engage with situations and solve problems, and adapt these strategies to new situations
  - reflect on and monitor their mathematical thinking in solving problems

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

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

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

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

Mathematics is a Learning Area that actively promotes capacities associated with abstract reasoning—cognitive capacities essential for individuals to be creative and enterprising. This particular focus has traditionally characterised, and dominated, learning within mathematics.

However, in the SACSA Framework mathematics is broadened through the Essential Learnings. The social, political, economic, historical and cultural aspects of mathematics become a priority. Issues such as understanding the social uses and applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning. It is imperative that learners are competent users
of digital and electronic technologies, that they are critical and ethical consumers and evaluators of knowledges, and that they develop identities which incorporate a positive sense of themselves as a mathematical learner. Learning in mathematics places literacy demands on students and involves active participation in solving real problems in context, investigating current issues, challenging taken-for-granted assumptions and exploring future possibilities and opportunities. Children and students should learn that mathematical knowledges are culturally bound and, hence, around Australia and the globe there will be diverse ways of solving identical problems.

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

- understand the social and work purposes, uses and practices of mathematics and how these relate to each other
- understand and use mathematical language—both terminology and symbols
- be confident users of mathematics who choose appropriate and accurate means for exploring the world and conducting their lives
- gain pleasure from mathematics and appreciate its fascination and power
- appreciate that mathematics is a dynamic field with roots in all cultures
- apply their mathematics learning to other Learning Areas, to life in the wider community, 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 mathematics Learning Area is divided into five strands, each of which comprises a number of Key Ideas with their respective scope. In the Senior Years Band there is an additional strand, analysing and modelling change. 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 strands are:

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

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

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

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

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

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

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

This Key Competency involves the capacity to use mathematical ideas such as number and space, and techniques such as estimation and approximation, for practical purposes. The Curriculum Scope of this particular Learning Area is replete with opportunities to develop this capacity.

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.

**The connection between Standard 5 and the Year 12 Standards in mathematics**

The following Senior Years Scope in mathematics is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in mathematics will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
Strand: exploring, analysing and modelling data

Senior Years students’ prior 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. In • KC1 They use exploratory data analysis strategies to refine their ability to use representative samples, draw conclusions, make predictions, and undertake individual and collective actions. In • KC6 Students’ explorations begin with complex questions that concern relationships among populations or samples, and relationships between two variables within a population or sample. These explorations often lead to alternative or refined questions. When students explore, analyse and model data they formalise their understanding and communication of the conclusions that may be drawn from graphs of distributions. In • T • C • KC1 • KC2

In learning data analysis, Senior Years students critically and ethically evaluate the overall design, data collection processes and conclusions drawn from a variety of sources and perspectives, including environmental and social science, politics, economics, market research, public health and medical science. By developing and appraising these mathematical models, the students understand how such models might be employed in the wider community in analysing situations, communicating findings in a variety of forms to specific audiences, predicting future outcomes and planning future actions. F • In • C • KC1 • KC2 • KC6

Following are the Key Ideas that comprise the exploring, analysing and modelling data strand.
Students engage with data by developing skills in posing questions, and collecting, organising, representing, critiquing and communicating data to help answer those questions. In • T • C • KC1 • KC2

This includes such learning as:

- drawing on personal and socially significant experiences to develop techniques for posing unambiguous questions to be answered by the collection of data, and refining those questions in the light of new developments and information C • In • KC6
- contributing to the creation of the appropriate planning, design, sampling, reporting and evaluation techniques of ethical surveys, for environmental, community and workplace data collection situations, and in order to help generate positive social change T • In • KC2 • KC3
- developing skills in grouping data appropriately using databases and spreadsheets KC7
- sharing ideas about the social purposes and ethical responsibilities in data collection, interpretation, representation and communication. Students explore situations where data collection and digital storage has generated processes of improved social equity. In • C • KC1 • KC2
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.

Examples of evidence include that the student:

- identifies an issue comparing two groups with respect to the same variables In • T • KC1
- plans data collection by developing and trialling questions requiring Yes/No responses and simple multiple choice responses T • KC3
- collects the data by hand or by using a spreadsheet, and collapses it using class intervals if appropriate (e.g., investigates the time spent doing housework, and tabulates data) C • Id • KC1
- graphs, including stem and leaf plots and scatterplots if appropriate, the data set on paper or with a charting package, to clarify communicating information. C • KC2

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.

Examples of evidence include that the student:

- plans and generates ways to collect frequency information consistently T • KC3
- distinguishes between a sample and the population, where the distinction is clear T
- organises, sorts and stores raw data and scans it for errors, and reports on reasons for inconsistencies C • KC2
- describes possible social consequences of the collection, interpretation and representation of data C • In • KC2
- uses technology for entering and manipulating data. T • C • KC7

Year 12 Standards

The Year 12 Standards for mathematics comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

- SACE Curriculum Statements
  - Applied Mathematics
  - Business Mathematics
  - Mathematics 1
  - Mathematics 2
  - Quantitative Methods
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: exploring, analysing and modelling data

Students use critical appraisal to interpret data using methods of exploratory data analysis, while developing and evaluating predictions, inferences and arguments from data.

This includes such learning as:

- conceptualising and practising ways of summarising, and effectively communicating about, graphs of distributions of data in terms of shape, measures of central tendency, and measures of spread, for both grouped and ungrouped data. Students consider what such measures suggest when applied to the spread of wealth in communities.
- interpreting bi-variate data by investigating a variety of relationships (both linear and non-linear), summarising and communicating information from tables and graphical representations, engaging in the processes of modelling and curve-fitting, and analysing the validity of conclusions.
- comparing and contrasting linear data in terms of positive and negative correlation, and correlation coefficients, and effectively communicating understandings about interpretations.
- critically analysing published online data; assessing whether the graphics, online data and conclusions are unbiased, accurate and consistent with one another; and justifying alternatives where appropriate.
- organising and analysing the elements involved in finding good models for phenomena, and finding and applying well-fitting mathematical models in experimental data to make inferences and predictions. Students consider and report on social consequences of generating different forms of mathematical models.
- engaging in argument about conclusions based on data, and demonstrating a capacity to defend those conclusions.
- using, interpreting and reporting on the normal and binomial distributions appropriately.
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 C • KC2
- 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 C • KC2
- checks the accuracy of the data before interpreting it T • KC1
- takes means of data collection and representation into account when analysing and representing it for specific audiences. T • C • In • 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 C • T • KC1 • KC2
- represents and recognises trends in bi-variate data in scatter plots and, where appropriate, sketches lines of good fit, reporting on the implications T • C • 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 T • C • F • KC1
- reports conclusions from scatter plots. T • C • KC2

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- Identity
- Interdependence
- Thinking
- Communication.

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  - Mathematics 2
  - Quantitative Methods
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students understand basic notions of chance and probability, apply them to social situations, and report on their findings. F • In • T • KC2

This includes such learning as:

- critically analysing and computing probabilities of independent, disjoint and conditional events T • C • KC1
- exploring different ways that some phenomena are random, and applying the law of large numbers to predict long-term behaviour within various contexts. Students consider the social consequences of the application of these processes T • In • KC6
- making connections between, and communicating about, probability distributions in order to compute probabilities of events F • T • C • KC2
- developing self-awareness and understanding about social outcomes and interests which are based on the application of notions of chance and probability in social life. In • Id

**Key Idea**

Strand: exploring, analysing and modelling data
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.

Examples of evidence include that the student:
- assigns probabilities in given situations
- 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
- uses the results of repeated trials to discuss and predict the results of further repetitions
- distinguishes between dependent and independent events, constructing sample spaces for possible outcomes
- uses a random number generator to simulate simple experiments.

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.

Examples of evidence include that the student:
- uses experimental results, simulations, data published online or offline, or information to calculate probabilities
- analyses and experiments with proportions from experimental data
- assigns probabilities to events
- researches probabilities involving compound events
- uses data to understand, critique and report on social constructs, and to model alternative scenarios.

Year 12 Standards

The Year 12 Standards for mathematics comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: measurement

Senior Years students use measurement as they explore questions related to their personal and wider community activities. Measurement provides opportunities to make connections with their physical and social environment, and with other aspects of mathematics, including shape, structure, number and algebra. Exploring how measurement is used in their local and global communities provides a context in which to engage with, and report on, mathematics from diverse cultural and social perspectives. In • KC2 • KC6

Senior Years students conceptualise the relationship between measures of length, area and volume, and use this knowledge to express measurements and convert them from one unit to another. Much of students’ measurement involves indirect measurement strategies where the relationships between measures are expressed as algebraic expressions. They use their knowledge of these relationships as a dimensional check of their choices of formulae. Students analyse the level of accuracy in measurements, and appraise the choices of measuring units, tools and strategies when they measure to plan, design, build, locate and arrange.T • KC3

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

Students extend their capacity to think mathematically. They analyse and make connections between measurements, select and develop strategies to solve a variety of problems, and select means of communicating results appropriate in a range of contexts. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- using structures such as the real number line, the rectangular coordinate system and the polar coordinate system to explore representations and solve problem situations T • KC1 • KC6
- generating understanding about further systems of measurement such as radians and standard deviation, in order to convert measurements between measurement systems T
- appreciating and using a variety of media to report on changes in the measurement of one attribute of an object as they relate to others (eg how a change in the radius or height of a cylinder affects the surface area or volume of the cylinder) In • KC2
- creatively conceptualising rate of change as a quotient of two different measures T • In • KC1
- using successive approximations to find areas and instantaneous rates of change, and analysing the validity of approximations. T
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 (eg a trundle wheel is more accurate than a metre rule for measuring around a river bank) T • In • KC1 • KC2 • KC7
- describes how the choice of unit depends on the fineness of the comparisons to be made (ie the need for accuracy), rather than simply the size of the object to be measured (eg 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. T • F

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 T • In • 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 C • T • KC2
- identifies and reports on the variables to be measured, directly or indirectly, to complete a practical task T • In • KC2
- poses questions in order to develop procedures for converting between square or cubic units of one magnitude to another. T • KC6

Year 12 Standards

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External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:

- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:

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**Strand: measurement**

Students select from and apply a variety of techniques, tools and formulae for determining measurements accurately in a range of educational, recreational and occupational situations. Id • In • T • KC1

This includes such learning as:

- choosing a unit or scale that allows for a clearer representation of a problem (e.g., using logarithmic scaling to represent exponential data in ways that ‘straighten’ the data, making modelling and interpretation easier; or changing the window on a graphics calculator to view local or global behaviours of functions) T • C • In • KC7

- using and reporting on a variety of radian and degree measures in problem-solving activities, employing inductive and deductive reasoning as applied to practical and everyday issues T • In • KC2 • KC6

- applying the formulae for surface area and volume of prisms, pyramids and spheres; and engaging in explorations that reveal, for example, how different attributes of geometric solids contribute to the volumes of these solids T

- analysing the mutual and equal interdependence of combining measurements (e.g., length, time, mass, area, volume), using ratios to produce measures such as velocity, acceleration, density, pressure. Students also use dimensionless measures such as trigonometric ratios to solve problems in mathematics and other Learning Areas T • KC1 • KC6

- analysing dimensions and converting units, and verifying that expressions and equations make sense. Students defend and communicate these analyses from personal standpoints, and as applied to issues in their physical and social worlds T • C • Id • KC1 • KC2

- researching and analysing precision, accuracy and measurement errors as they apply to ‘rounding off’ and significant figures. Students, in teams, investigate how errors propagate within computations, and determine how much imprecision is reasonable for various measurements, and why this is the case T • KC1 • KC4

- researching, analysing and communicating about bias and misrepresentation in the expression of social and political viewpoints. T • In • KC1 • KC2
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. **K6**

Examples of evidence include that the student:
- identifies appropriate units, and uses relationships between measurable attributes to calculate quantities **K1**
- uses symbolic algebra to describe relationships and calculate quantities **K2**
- 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 **K1**
- calculates elapsed time, allowing for time zones and daylight saving **K1**
- estimates length, area and volume from a model or picture, given the scale factor **K1**

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. **K6**

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 **K1**
- uses dynamic geometry software to explore relationships in right-angled triangles **K1**
- recognises patterns, and uses methods for finding perimeters, areas and volumes of composite shapes **K1**
- applies Pythagoras’ theorem to find lengths of sides of right-angled triangles **K1**
- demonstrates the skills and capacities required to research and analyse where and when data presents a social or political bias. **K1**

Year 12 Standards

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Strand: number

Senior Years students broaden and refine their conceptualisation of number and how it is used to compare, manipulate and communicate quantities both locally and globally. KC2 They appreciate that the numbers they encounter often involve rational and irrational values. Students refine their understanding of number through appraising how rational and irrational numbers are used in the world around them. KC1 They choose, use and communicate appropriate representations of numbers in their daily activity when working with probabilities, measurements and data; and managing money, time and resources within a framework of sustainability. KC2 Students often encounter and use very large numbers in their activities in other Learning Areas, and in text, visual and interactive media. KC7 They refine their concept of number to include positive and negative values, and use them when working with equations and algebraic expressions. In • C

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

Students understand concepts of ‘number’, ways of representing numbers, relationships among numbers, number systems and the concept of numbers represented in logarithmic form. They report on their conceptualisation, and understand that numbers have cultural bases. In • T • C • KC2

This includes such learning as:

- generating understanding and communicating about further systems for representing numbers and quantities, including matrix representations for arrays of quantities T • C • KC2
- recognising, comparing, contrasting and discussing properties of numbers and number systems T • C • KC2
- understanding that mathematical tools relate to individual and social values. Students use these tools to solve problems in new contexts, and to help critically analyse taken-for-granted social situations F • Id • In • KC1 • KC6
- conceptualising complex numbers as a superset of the real numbers, representing complex numbers on the complex plane, and understanding that this system contains solutions for equations that are not solvable over the real numbers T • In
- analysing and discussing axioms, definitions, properties and proofs involved in the study of complex numbers and their uses T • C • KC1 • KC2
- conceptualising finite sequences and series, including arithmetic and geometric examples; and developing an informal understanding of some infinite sequences and series, especially geometric series T
- recognising and explaining the social reasons behind particular representations of numbers being used for particular purposes and to the advantage of particular groups. Students reflect critically on these to pose alternatives. T • In • Id • KC1 • KC2
4.6

**Represents and analyses relationships amongst integers and rational numbers and commonly encountered irrational numbers.** 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 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

**Uses numbers, relationships among numbers and number systems and represents and discusses these understandings with others.** 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 T • In • Id • KC6
- generalises and explains that there are many more irrational numbers than \( \pi \) and \( \sqrt{2} \) C • KC2
- 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

5.6

**Uses numbers, relationships among numbers and number systems and represents and discusses these understandings with others.** 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 T • In • Id • KC6
- generalises and explains that there are many more irrational numbers than \( \pi \) and \( \sqrt{2} \) C • KC2
- 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

**Year 12 Standards**

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  - Quantitative Methods
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: number

Students understand and report on the meaning of operations, how they relate to each other and their use in modelling growth and change. F • In • T • C • KC2

This includes such learning as:

- researching and interpreting the meaning of, and representations for, operations on vectors, networks, sequences and matrices. With appropriate technology, students use these operations to solve linear equations and analyse pattern In • T • C • KC1 • KC6
- confidently developing fluency with operating on real and complex numbers, vectors and matrices, using by-hand operations for simple cases and ICTs for more difficult cases T • C • KC7
- identifying patterns of elementary combinatories, extending to permutations and combinations, as counting techniques in increasingly complex situations T • In • KC1
- recognising and formulating mathematical problems about growth and change from within and outside the field of mathematics, in order to recognise how mathematics can be used to represent models of positive social alternatives. T • In • F • KC6
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, and 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 T • In • KC2 • KC7
- investigates and uses the rules for operations with negative numbers (eg the product of two negative numbers is a positive number) T • KC1
- determines factors of numbers—greatest common divisor and least common multiple of two or more numbers T
- explains why large primes have become important (eg in online banking and finance they are used to generate codes to maintain privacy). C • KC2

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) T
- solves problems involving the rearrangement of formulae in modelling growth and change T • F • KC6
- 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) T • C • KC1 • KC2 • KC7
- identifies and uses the relationship between a fraction and its reciprocal. In • T

Year 12 Standards

The Year 12 Standards for mathematics comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Applied Mathematics
  - Business Mathematics
  - Mathematics 1
  - Mathematics 2
  - Quantitative Methods
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students select and use computational tools and strategies fluently, and estimate appropriately. T • C • KC6

This includes such learning as:

- constructing, deconstructing and reconstructing algorithms for operations with numbers, recognising the roles and limitations of particular algorithms, and being able to verify the viability of selected algorithms T • KC6
- analysing, appraising and reporting on the effects of measurement error on computed values T • In • KC1 • KC2
- working with, and sharing insights about, appropriate estimation methods, and approximation methods, across diverse cultures and in a variety of non-technological and technological work settings and contexts. T • C • In • KC2
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. \( T \times KC6 \times KC7 \)

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 \( T \times KC6 \times KC7 \)
- effectively uses a calculator when working with positive and negative numbers (eg use of +/- key versus use of – key) \( C \times KC7 \)
- 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) \( T \times KC1 \)
- demonstrates balance and connection between conceptual understanding and procedural computations, accessing basic number facts readily and successfully solving problems from a variety of contexts \( T \times In \times KC6 \)
- 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. \( T \times C \)

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 \( T \times C \times KC6 \)
- uses the memory or bracket facilities of a calculator to assist in evaluating multioperational/multifunctional expressions which incorporate or involve a range of operations \( T \times C \)
- 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. \( T \times Id \times KC6 \)

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Strand: pattern and algebraic reasoning

Students in this Band analyse many of the patterns from their daily lives involving 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.

In • KC1 • KC3 • KC6 Students conceptualise algebra as both a style of mathematical thinking used to formalise patterns, functions and generalisations; and a set of concepts and competencies that represent quantitative relationships. Their ability to recognise, represent, generalise and use pattern is crucial to their mathematical development, and lays a significant foundation for how they use mathematics to interact with and make sense of their world.

In • KC1 Their experience with pattern often incorporates mathematical concepts from the other five strands, and underpins their broader understanding of number, shape, chance and measurement, and their ability to reason and communicate algebraically. C • KC2

Following are the Key Ideas that comprise the pattern and algebraic reasoning strand.
Strand: **pattern and algebraic reasoning**

**Key Idea**

Students recognise various families of functions, and analyse the effects of changes, in describing and analysing local and global behaviour of functions from a variety of contexts. In • T • C • KC1

This includes such learning as:

- identifying, interpreting and representing a wide range of discrete and continuous functions, both algebraically and graphically T • C • KC1
- selecting from, using and recognising the different families of functions (eg linear, quadratic, cubic, reciprocal, absolute value, piecewise and step, trigonometric, exponential, logarithmic) both from a curve-fitting/modelling context using experimental data, and from a theoretical context T • C • KC6
- analysing the effects of parameter changes for the various families of functions, using technological and/or hand-drawn methods to support oral and written explanations of the process of these changes T • C • KC1 • KC2 • KC6
- testing (in groups and teams) solutions about, and discovering, new functions derived from familiar ones via compositions, reciprocals and linear transformations (reflections, translations, dilations along the vertical or horizontal axis) T • KC4 • KC6
- critically and creatively interpreting and reporting experimental data from a modelling approach, using a variety of electronic and other sources of information. Students interpolate and extrapolate from such models in order to make predictions about future events from a variety of contexts. They consider how such modelling can be used to effect positive social change in a variety of contexts. F • In • T • KC1 • KC2
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 T \ F \ 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 (e.g. using spreadsheets to develop distance/time graphs for jogging at different steady paces) T
- sketches graphs that approximate relationships to explain familiar situations (e.g. ‘qualitative’ graphs of mood swings during a netball or football grand final from different points of view). C \ T \ In \ KC2

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 symbolic forms to represent, analyse and communicate mathematical situations and structure, in order to devise logical and creative solutions to contemporary problems ranging from proving identities to logical understanding of the argument by mathematical induction. T • C • KC1 • KC2

This includes such learning as:

- demonstrating and reporting on algebraic operations using various types of expressions (eg rational, fractional), and bases with positive, negative and fractional indices T • C • KC2
- conceptualising the representation and use of vector and matrix forms to analyse patterns and equations C
- deconstructing and reconstructing ‘worded’ problems through generalisation, using appropriate algebraic processes, terminology and notation T • C • KC2 • KC6
- using a variety of methods of algebraic proof, ranging from proving identities to proof by mathematical induction T
- solving problems using a variety of means such as ‘guess, check and improve’; graphing (by hand or using digital and electronic technologies); and, for linear simultaneous equations, analytic methods (eg elimination and defending mathematical judgments). Students explain to others how equations and pairs of simultaneous equations represent constraints in a situation T • C • KC2 • KC6 • KC7
- solving trigonometric equations with two or more solutions, by investigating period functions T • KC6
- using polynomials, their graphs and their roots, whether real or imaginary T
- engaging in discussion and debate about expressing generality of lines and planes, algebraic solution of sets of equations from two lines in the plane to three planes in space, and the geometric representations and interpretations of these situations. T • C • KC2
At Standard 4, towards the end of Year 8, the student:

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, ... the nth term is the \( (n - 1)^{th} \) term plus \( n \), ie \( t_n = t_{n-1} + n \) )
  \( T \cdot KC6 \cdot KC7 \)
- 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
  \( a^2 - b^2 = (a - b)(a + b) \)
  \( (a \pm b)^2 = a^2 \pm 2ab + b^2 \)
Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They employ skills of interpolation and extrapolation to make and communicate informed judgments about future events, and what could influence them. F • In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- engaging in critical debate about exploring and suggesting mathematical models from experimental data that represents a wide range of cultural diversity. Students construct data summaries in numerous ways with and without digital and electronic technologies (eg graphs and tables) T • C • KC2 • KC6 • KC7
- appreciating that a particular type of function can model the diversity of different situations from within and outside the mathematics Learning Area In • C • KC1
- developing skills of interpolation and extrapolation to make reasonable predictions about future events, and the factors that could influence them T • F • KC6
- exploring and solving a variety of equations and inequations, and understanding the connection to representations in the plane or in space T • C • KC6
- analysing and critically interpreting patterns and connections within systems to contribute to shaping preferred and alternative futures. F • C • KC1
At Standard 4, towards the end of Year 8, the student:

- Models contextualised situation, making connections and analysing change. 

Examples of evidence include that the student:
- plans an investigation and finds the relationship between interior angles and diagonals of n-sided polygons
- compares alternative graphs of the same easily understood situation by using software packages, and selects the one that best represents the situation, giving reasons
- identifies the relationship between the coefficient of x in a linear function and the slope of its graph using graphic software.

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

- Uses a variety of mathematical models to make connections and analyse how things might change in both real and abstract contexts.

Examples of evidence include that the student:
- recognises and explains that a particular type of function can be used to model many different situations
- sketches and describes graphs by visualising familiar situations
- describes ‘inverse proportionality’ using data
- demonstrates understanding, and capacity, of how to apply mathematical models that portray images of alternative and preferred futures.

Year 12 Standards

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
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Strand: spatial sense and geometric reasoning

In many mathematics courses in this Band students develop their spatial sense and geometric reasoning through analysing the characteristics of 2-D and 3-D shapes, using a variety of representational systems, and using transformations and symmetry. Each of these aspects provides them with opportunities to refine their conceptualisation of spatial relationships within, and between, shape in their environment and their place in space. Students develop a variety of strategies for representing these in a systematic way. KC8 They are able to visualise and represent spatial relationships and geometric aspects of their local, broader and virtual environments in more abstract ways, and use geometric language in their descriptions. KC2 They use representations to arrange, build and design objects for specific purposes and functions and to communicate about shape, structure, location and movement. KC2

Following are the Key Ideas that comprise the spatial sense and geometric reasoning strand.
Strand: spatial sense and geometric reasoning

Students plan, test and refine their geometric reasoning, understanding and language through critical analysis and conjecture, and use alternatives to validate and formalise proofs. T • C • KC2 • KC3 • KC6

This includes such learning as:

- planning and applying a range of thinking strategies in appreciating that some geometric conjectures can be validated in a variety of ways and for a variety of purposes T • KC3 • KC6
- making conjectures when sharing ideas in order to ascertain key properties relating to bisectors of sides and angles in triangles T • C • KC6
- describing and reporting on key properties of sides, angles and diagonals of various types of quadrilaterals T • KC2
- describing key properties of the angles, chord and tangents of circles, and how this information is used in different ways in everyday life T
- representing and exploring their conjectures using a variety of forms, including paper folding constructions, pen and paper investigations, and dynamic geometry software C • KC6
- using appropriate mathematical language, notation and style of argument to support validation, and/or proof, of properties of 2-D and 3-D shapes. C • KC2

Students extend their geometric understanding and language through the use of different representational systems to solve complex spatial problems.

In • T • C • KC2 • KC6

This includes such learning as:

- deconstructing and reconstructing geometric relationships in terms of what changes and what remains constant. Students make sense of the information presented statically (as a series of hand-produced sketches), or dynamically (using interactive software) to communicate these meanings to others C • KC2 • KC7
- analysing and representing the coordinate geometry of the plane and 3-D, linking algebraic representations with geometric representations (e.g., finding the distance between two points, the midpoint of a line segment, the X and Y intercepts of a line, the slope and equation of a normal to the line). Students recognise how these representations are used in various occupations and different social and cultural settings T • C • In • KC1
- critically evaluating the geometry of a space, and using analytic geometry processes to investigate and solve practical and social problems T • In • KC1 • KC6
- incorporating geometric and algebraic approaches (e.g., when investigating loci) T • In
- researching and solving problems involving trigonometric relations, transformations, vectors and matrices using 2-D and 3-D coordinates to represent and explain mathematical understandings. C • KC1 • KC6
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.

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’)
- identifies and names parallel and perpendicular lines and planes in figures and solids (eg for a triangular prism)
- uses appropriate mathematical symbols to annotate parallelism, perpendicularity and equivalence
- recognises and explains the cultural origins of geometric models in the built environment.

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 • KC6
- employs deductive argument to establish the validity of geometric conjectures T • C • KC6
- constructs solids using a variety of materials, given certain information T
- uses geometry with other aspects of mathematics (eg trigonometry, measurement, algebra). T • C

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 • KC6

Year 12 Standards

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The Essential Learnings are:

- Futures
- Identity
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- Thinking
- Communication.

External curriculum is defined by:

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**Strand: spatial sense and geometric reasoning**

Students gain confidence in their capacity to use symbolic forms to analyse mathematical situations and structures, and to establish and communicate proofs and envisage other possibilities. \( T \cdot C \cdot KC2 \)

This includes such learning as:

- generating chains of logical arguments to establish and communicate the results of given geometrical situations, and justifying and presenting these arguments to others verbally and using notation \( C \cdot T \cdot KC2 \)
- representing and explaining understandings about key properties of congruent transformations and similarity transformations, and using these properties in deductive arguments online and offline \( C \cdot In \cdot KC2 \)
- understanding the trigonometric ratios (sine, cosine, tangent) and how to solve associated problems using similar right-angled triangles \( T \cdot KC6 \)
- representing understanding about the sine rule, cosine rule and area formulae for non-right-angled triangles, and solving practical problems from a variety of contexts. \( T \cdot C \cdot KC6 \)
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 C • T • 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). C • F • 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

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Strand: analysing and modelling change

Students recognise that their lives and their local and global communities are constantly changing. The changes may come from environmental, political, economic, cultural and social actions that they may or may not have influence over. Analysing how and why these changes are taking place empowers students to make valid choices and plans, either individually or collectively. Mathematics provides them with structures and strategies to build and use graphical models, in order to explore and analyse change. In • T • KC1 Students collect data, and plan and use mathematical models to analyse ‘what changes’, ‘how things change’ and ‘what impacts on change’ in many situations drawn from their personal and community experiences. Id • In • KC1 • KC3 Information and communication technologies play an important part in supporting students to analyse and model change. KC7 They can use information and communication technologies to choose and access data from a diverse range of sources in order to explore the change in situations that interest them and their communities. C • KC7 Information and communication technologies also provide them with accessible tools to work quantitatively with this data, or with data they collect, to model change situations. KC7 They use their data and graphical models to make and report on predictions and plans. F • KC2 • KC6

Following are the Key Ideas that comprise the analysing and modelling change strand.
Strand: analysing and modelling change

**Key Idea**

Students express personal ideas and analyse graphical representations. They make and justify predictions about relationships between variables, including variables involving a range of times and cultures. In • T • C • KC1 • KC2

This includes such learning as:

- applying further modelling techniques in a range of practical situations, graphically representing relationships between variables, and reporting on the general features of the resulting graphs C • In • KC2 • KC6
- using a variety of inquiry strategies in identifying algebraic representations of families of functions, and linking these to their graphical representations (eg linear, quadratic) to communicate mathematical learning C • T • KC2 • KC6
- analysing and explaining the features of gradients of linear and non-linear functions, and the relationships between them T • C • KC1 • KC2
- applying a range of graphing techniques for sketching linear and non-linear functions, by hand and by computer/graphic calculator methods T • C • KC7
- researching social and cultural issues; and searching for, identifying and explaining changes, and differing rates of change inherent in data, as well as the cultural/historical bases for these T • C • In • KC1 • KC2
- describing graphs in terms of models produced both mathematically and with the aid of databases, spreadsheets and interactive software packages. T • C • KC2 • KC7

**Key Idea**

Students analyse change and rates of change in a range of contexts, and use experimental and theoretical data to make logical statements about these understandings. T • C • KC1 • KC2

This includes such learning as:

- appraising both the local and global features of data in order to describe the mathematical model that best fits a specific context T • C • KC1
- using appropriate mathematical terminology to describe the features of graphs (eg local maximum turning point, stationary point, point of inflexion, convex, concave, X intercepts) in practical situations drawn from other Learning Areas or workplaces T • C • KC2
- analysing constant and varying rates of change, and gaining experience in describing motion graphically, both manually and using digital and electronic technologies T • C • KC1 • KC7
- investigating and representing findings about instantaneous rate of change, using successive approximations. Students develop understanding of the concept of limit and the gradient of curves, and of how to sketch and identify gradient functions. They investigate their uses in everyday contexts in both predicting and describing alternative scenarios T • C • Id • F • KC1 • KC2
- adapting the uses of the first and second derivatives in curve sketching, and in practical applications (eg maxima and minima problems, velocity and acceleration situations, growth and decay problems, and periodic phenomena), thereby translating life activities into mathematical terms and operations and communicate using them T • C • KC2 • KC6
- understanding and explaining the differentiation rules (eg the product rule, the chain rule) for more complicated functions and their uses. T • C
At Standard 4, towards the end of Year 8, the student:

Note: This strand at Senior Years level only.

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

5.15

Draws, describes and justifies graphical relationships between variables. T • C • KC2

Examples of evidence include that the student:
- researches and justifies whether a linear function approximates a set of data and, if so, can fit a line to the data T • C • KC1 • KC2
- analyses and describes changes in models of growth T • C • KC1 • KC2
- analyses trends and makes reasonable predictions using interpolation and extrapolation of simple functions. T • F • KC1 • KC6

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Note: This strand at Senior Years level only.

5.16

Describes change and varying rates of change and makes predictions when analysing graphical information. T • C • KC2

Examples of evidence include that the student:
- interprets graphs to discuss positive, negative and zero gradients, and translates findings into everyday language T • C • KC2
- interprets a graph to decide where change is occurring most rapidly, least rapidly or not at all T
- graphs data using spreadsheets in which there is a variable rate of change of physical phenomena, and describes the rate of change informally. T • C
Strand: analysing and modelling change

Students use and interpret relationships between variables as tools for analysing and modelling change, and to make reasonable predictions about future events.

This includes such learning as:

- representing and communicating understanding about the distinctive features of the different families of functions T • C • KC2
- understanding the transformation aspects of functions (translations, reflections, stretches, dilations), and justifying in written argument when they can be used most effectively T • C • KC2
- creating representations for approximating real data to matching mathematical functions, using both hand-drawn and computer/graphic calculator methods T • C • KC6 • KC7
- using modelling techniques to make reasonable predictions about future and alternative events F • C • KC6
- investigating the connections between the area under a curve and the fundamental theorem of calculus T • In
- understanding the processes and rules of integral calculus for a range of functions T
- researching different strategies for finding areas under and between curves by assuming smoothness in models and approximating definite integrals. T • KC1
Note: This strand at Senior Years level only.

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

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

5.17 Uses and interprets relationships between variables as a tool for analysing and modelling change in a range of contexts. F • In • T • C • KC1

Examples of evidence include that the student:

- uses data to investigate average rate of change over different intervals T • C • KC1
- develops graphs and/or spreadsheets/databases to find maxima or minima, and interprets the reasonableness of the results in context C • T • In • KC1
- investigates experimental data and finds a simple mathematical model for it. They make reasonable predictions about intermediate and future events. T • C • F • KC6

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### MATHEMATICS — Senior Years Band Overview

#### Strand: EXPLORING, ANALYSING AND MODELLING DATA

**Key Ideas:**
- Students engage with data by developing skills in posing questions, and collecting, organising, representing, critiquing and communicating data to help answer those questions.
- Students use critical appraisal to interpret data using methods of exploratory data analysis, while developing and evaluating predictions, inferences and arguments from data.
- Students understand basic notions of chance and probability, apply them to social situations, and report on their findings.

<table>
<thead>
<tr>
<th>Standard 4 Outcomes</th>
<th>Standard 5 Outcomes</th>
<th>Year 12 Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KC1</strong> Poses questions, appropriately designs a survey, collects data and classifies sequence, collapses, tabulates and represents the data with and without ICTs.</td>
<td><strong>KC1</strong> Plans experiments and surveys; checks data for inconsistencies; and represents and reports on central tendency and spread of data. T • C • KC2 • KC3</td>
<td><strong>In</strong> <strong>T</strong> <strong>C</strong> <strong>K</strong> <strong>1</strong> <strong>K</strong> <strong>2</strong> <strong>K</strong> <strong>3</strong> <strong>K</strong> <strong>7</strong></td>
</tr>
<tr>
<td><strong>KC2</strong> <strong>KC3</strong> In Year 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.</td>
<td><strong>KC2</strong> 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 • <strong>T</strong> • C • <strong>KC1</strong></td>
<td><strong>F</strong> <strong>In</strong> <strong>T</strong> <strong>K</strong> <strong>6</strong></td>
</tr>
</tbody>
</table>
| **KC4** **KC5** **KC6** **KC7** **F** **In** **T** **K** **2** **K** **6** **K** | **KC6** Calculates probabilities in a variety of situations involving chance, including situations involving compound events. **F** **In** **T** **K** **6** | **continued**

1. FUTURES: developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. IDENTITY: critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (e.g. cultural, behavioral, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.
### Strand: MEASUREMENT

**Key Ideas:**

Students extend their capacity to think mathematically. They analyse and make connections between measurements, select and develop strategies to solve a variety of problems, and select means of communicating results appropriately in a range of contexts.

Students select from and apply a variety of techniques, tools and formulae for determining measurements accurately in a range of educational, recreational and occupational situations.

<table>
<thead>
<tr>
<th>4.4</th>
<th>Selects appropriate measurement units and scale to conduct collaborative research into issues associated with the social or physical world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>Applies a variety of techniques and tools, and uses a range of measurement formulae to solve problems.</td>
</tr>
</tbody>
</table>

### Strand: NUMBER

**Key Ideas:**

Students understand concepts of ‘number’, ways of representing numbers, relationships among numbers, number systems and the concept of numbers represented in logarithmic form. They report on their conceptualisation, and understand that numbers have cultural bases.

Students understand and report on the meaning of operations, how they relate to each other and their use in modelling growth and change.

Students select and use computational tools and strategies fluently, and estimate appropriately.

<table>
<thead>
<tr>
<th>4.6</th>
<th>Represents and analyses relationships amongst integers and rational numbers and commonly encountered irrational numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7</td>
<td>Communicates understanding of the meaning of operations with integers and rational numbers, and how they relate to each other.</td>
</tr>
<tr>
<td>4.8</td>
<td>Applies appropriate computational tools and strategies to proportional situations involving integers, and rational numbers.</td>
</tr>
</tbody>
</table>

### VET National Training Packages

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.

In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

### Other Year 12 Level Curriculum

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.

In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

### 3. INTERDEPENDENCE

- Developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:
  - Understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing.
  - Understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities.
  - Synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments.
  - Fostering partnerships with employers, schools, local communities and agencies.

### 4. THINKING

- Developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:
  - Developing metacognitive awareness, and appreciating multiple ways of thinking, knowing and relating from a range of times and cultures.
  - Using multiple ways of thinking to discover, construct and deconstruct meaning.
  - Actively processing complex and competing sets of information.
  - Extending the complexity of connections among ideas in technological, social, economic, political and cultural environments.
  - Generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative solutions.

### 5. COMMUNICATION

- Developing knowledge, skills and dispositions regarded to construct and deconstruct meaning, and to critically understand and use the power of communication and its technologies, including:
  - Receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts.
  - Communicating abstract ideas and concepts.
  - Developing arguments; understanding position, bias, alternative meanings.
  - Increasing multilingual*/ awareness and use.
  - Understanding the relationship between language and power.
  - Communicating powerfully and persuasively in a range of contexts.

* The investigation of the relations between language and its cultural context.
### Strand: PATTERN AND ALGEBRAIC REASONING

**Key Ideas:**

| 4.9 | Analyses, creates and generalises numeric and visual patterns to solve problems in a range of applications. |
| 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. |

**KC1**

| 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. |
| 5.10 | Represents advanced functions with symbolic algebra, sketches, graphs and tables; solves problems by manipulating equations involving advanced functions. |

**KC1 • KC2**

| 4.11 | Models contextualised situation, making connections and analysing change. |
| 5.11 | Uses a variety of mathematical models to make connections and analyse how things might change in both real and abstract contexts. |

**KC6**

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### Strand: SPATIAL SENSE AND GEOMETRIC REASONING

**Key Ideas:**

| 4.12 | Identifies characteristics and properties of 2-D and 3-D shapes and understands how these have influenced the built environment. |
| 5.12 | Makes and tests conjectures involving 2-D and 3-D shapes. |

**KC1**

| 4.13 | Identifies, represents and justifies one and two step geometrical transformations. |
| 5.13 | Examines conjectures using geometric transformations. |

**KC6**

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continued
## South Australian Curriculum, Standards and Accountability Framework

### Senior Years Band — Mathematics

#### Strand: SPATIAL SENSE AND GEOMETRIC REASONING cont

**Key Ideas:**
Students gain confidence in their capacity to use symbolic forms to analyse mathematical situations and structures, and to establish and communicate proofs and envisage other possibilities. **T • C • KC2**

<table>
<thead>
<tr>
<th>4.14 Represents and uses location maps, pathways diagrams and network diagrams to describe current and possible future characteristics of the physical world. <strong>F • T • KC1 • KC6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.14 Selects and uses different representational systems to describe, analyse and interpret objects, pathways and arrangements. <strong>T • C • KC1</strong></td>
</tr>
</tbody>
</table>

#### Strand: ANALYSING AND MODELLING CHANGE

**Key Ideas:**
Students express personal ideas and analyse graphical representations. They make and justify predictions about relationships between variables, including variables involving a range of times and cultures. **In • T • C • KC1 • KC2**

Students analyse change and rates of change in a range of contexts, and use experimental and theoretical data to make logical statements about these understandings. **T • C • KC1 • KC2**

Students use and interpret relationships between variables as tools for analysing and modelling change, and to make reasonable predictions about future events. **F • In • T • C • KC1 • KC6**

**Note:** This strand at Senior Years level only.

<table>
<thead>
<tr>
<th>5.15 Draws, describes and justifies graphical relationships between variables. <strong>T • C • KC2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.16 Describes change and varying rates of change and makes predictions when analysing graphical information. <strong>T • C • KC2</strong></td>
</tr>
<tr>
<td>5.17 Uses and interprets relationships between variables as a tool for analysing and modelling change in a range of contexts. <strong>F • In • T • C • KC1</strong></td>
</tr>
</tbody>
</table>
Humans are innately curious about their world. Science provides a rational way of understanding the physical world that enables all people to be questioning, reflective and critical thinkers. As a ‘way of knowing’, science can be used by people to explore and explain their experiences of phenomena of the universe. It is rarely pursued in isolation from its uses in the world. The nature and practice of science builds on traditions of observation and inquiry found in many cultures. Viewing experiences, ideas and phenomena through the lenses of diverse cultural sciences provides a breadth and depth of understanding that is not possible from any one cultural perspective.

Every culture has its own ways of thinking and its own world views to inform its science. Western science is the most dominant form of science but it is only one form among the sciences of the world. Through conjoint thinking and the identification of boundaries between ways of knowing, values and insights provided by the sciences of diverse cultures can be mutually supportive.

Scientists are part of the world they study: their observations, the data they collect, and how they make sense of these are influenced by factors such as prior experiences, understandings and values. Factors such as culture, ethics, economics, power and relationships influence the pursuit of science. In turn, the scientific knowledge that is valued, and the ways in which science is used to shape the world, can be affected by the most powerful groups in societies.

Science is a collective human activity that uses distinctive ways of valuing thinking and working in order to understand the natural world. Openness to new ideas, intellectual honesty, and critical evaluation of data and arguments are thus fundamentally important to both scientific understanding and working scientifically.

Scientific inquiry is based on available evidence and current explanatory models, through which it is organised and processed. Resultant explanations are necessarily tentative and continually evolving, as the body of available evidence and the organising models evolve through further investigations and testing. Much contemporary science knowledge is driven and made possible by technological advances, and science itself contributes to technological development.

Science education develops ability and aptitudes in learners to make inquiries about nature through observations and experimentation. It enhances their understanding of phenomena of the natural world, nurturing a rich desire to respect and love nature, and live as part of it.
Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained. By being open-minded to evidence and questioning results, learners are able to contribute their ideas to public debates with authority. They gain self-confidence and become empowered to invent, shape, and influence their future.

Like scientists of the past and present, learners appreciate that current scientific knowledge continues to evolve. Their understandings, explanations and theories about the world are constructed through critical literacy and numeracy skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating. They build on past experiences and challenge their own understandings as they work scientifically. Learners evaluate their own ideas and compare them with other viewpoints as they move between theory and evidence.

What children and students believe about the natural world around them, and the way they understand their own place in it, has an impact on their science learning. Similarly many factors affect the culture of science itself. Thus science education is only successful when it can find a place in the cognitive and sociocultural framework of the learner.

Learners who appreciate the part science plays in shaping our cultural and intellectual heritage, and who understand how science itself is shaped by this heritage, are better able to exercise their Australian and world citizenship.

The science Learning Area aims to develop in all students:

The capacity to use, develop and apply scientific knowledge by:
- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds
- communicating scientifically to different audiences for a range of purposes
- using science to link with, and across, other Learning Areas, with lifelong learning, work and community contexts.

The understanding that science is a social construction by:
- acknowledging that aspects of scientific thinking are carried out by all people as part of their everyday lives in ways that contribute to their personal and social wellbeing and identities in a range of contexts, including cultural, environmental and economic
- appreciating the evolutionary nature of science and scientific knowledge as a human endeavour with its own histories and ways of contributing to society
- recognising that diverse cultures may have different science systems and that this influences how scientific knowledge develops and is used
- contributing to public debate and decision-making about science.

Positive attitudes, values and dispositions related to science, which involve:
- being open to new ideas, being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity, and pursuing and respecting evidence to confirm or challenge current interpretations
being confident and optimistic about their knowledge, skills and abilities to satisfy their own questions about the physical, biological and human-constructed worlds

recognising and valuing diverse cultural perspectives in and through science

thinking, planning and making decisions that include ethical consideration about the impact of the processes and products of science on people, future generations and environments

considering careers, paid/unpaid work, further education and training in science.

The SACSA Framework and ESL students

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

Curriculum Scope and Standards

Science is organised into four conceptual strands, each with its characteristic scientific knowledge and ideas. The strands are earth and space, energy systems, life systems and matter—which are based on earth and space science, physics, biology and chemistry respectively. The processes involved in working scientifically are interwoven into each of the conceptual strands. When children 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.

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 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 work alone, in groups or in teams throughout the Senior Years. KC4 They learn to be increasingly methodical and precise with measurements, to read evidence critically, to be more aware of the provisional nature of knowledge, and to take into account more complex ethical and social considerations. KC1 • KC5 They understand that the use of science is affected by the action of governments and large corporations. They pose questions to investigate; seek out information from a variety of sources that include interviews, interactive websites, surveys, electronic libraries, literature reviews, and online and offline scientific reports; and identify testable and falsifiable hypotheses that enable them to make predictions. KC1 • KC6 • KC7

Students design, carry out, report on and evaluate investigations involving dependent and independent variables. KC1 • KC2 • KC3 They manipulate variables and use suitable sampling and statistical techniques. KC5 They record their findings using scientific and mathematical conventions. KC2 • KC5 They evaluate the investigation itself, suggest alternatives, and produce and present structured reports and multimedia presentations, including analyses of results and discussion of implications of the findings. KC1 • KC2

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.

The connection between Standard 5 and the Year 12 Standards in science

The following Senior Years Scope in science is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in science will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
Strand: earth and space

Students in the Senior Years explore the structure and evolution of the earth in order to understand its variety and formation. They respond to idealism, developing opinions and science understanding to appraise human impact on the earth’s surface and the judicious use of non-renewable resources. In • Id • F • KC1

Using digital and electronic technologies to build databases, they report on theories for the evolution of stars. C • T • KC2 • KC7 They analyse space technology and critically appraise and report on its importance with respect to cost and benefits in advancing our understanding of the universe. T • F • KC1 • KC2

Following are the Key Ideas that comprise the earth and space strand.
Strand: earth and space

Students learn that the earth is composed of materials that are altered by forces within it and on its surface, and that affect the way it sustains life. They report on this to various audiences. F • In • T • KC2

This includes such learning as:

- exploring ways of viewing earth management issues through the perspectives of non-Western cultures, and assessing what such views mean for the status of dominant Western perspectives In • KC6
- exploring ways in which materials such as minerals, water and gases are cycled and transformed over time T • KC6
- applying, in creative ways, scientific principles and alternative technologies in mining, farming and conservation, and appraising the results in relation to the ways they contribute towards sustainable management of the earth F • T • KC6
- investigating forms of work, both scientific and environmental, which concern the sustainability of life on earth, and considering possible personal involvement through work, education or voluntary community services F • In • KC6
- classifying rocks and landforms according to their formation in geological history in order to investigate the origin and structure of the changing earth T • KC1
- exploring theories of continental drift and plate tectonics through modelling and simulation software, and evaluating and reporting on evidence that support these ideas T • KC1 • KC2 • KC6
- appraising the place of science and scientists, along with social, cultural, gender, environmental, political and economic factors, in the management and equitable distribution of energy resources In • F • KC1
- writing informed futures scenarios, for particular audiences, which identify possible future uses of mineral resources and their substitutes, and associated social costs and benefits for different groups of people. C • F • KC2
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.

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
- identifies patterns of global winds and air currents and how these are monitored
- describes causes of natural events (e.g., cyclones, volcanoes, tsunami) which sometimes have catastrophic consequences for human and other living things
- draws implications from geological information needed for engineering constructions (e.g., roads, bridges, dams).

Researches and analyses contemporary theories about geological features, such as plate tectonics, and investigates their effects on sustaining life on earth.

Examples of evidence include that the student:
- classifies rocks according to their properties and history (when known) using databases
- investigates evidence that supports theories, such as plate tectonics, which can be used to explain the diversity of rock types
- analyses evidence from rocks (e.g., fossils, volcanic intrusions, unconformities) to present the sequence of geological events for a location
- prepares a multimedia product or presentation identifying or devising a systemic solution to problems with environmental consequences
- analyses the implications of geologically related activity (e.g., mining exploration, extraction and transportation) on communities of humans and on natural environments, focusing on who gains and loses in such activities.

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Biology
  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: earth and space

Students explore and report on the structure and evolution of the universe, using a variety of resources including information and communication technologies.

This includes such learning as:

- posing questions online and offline about the evolution of the universe and their place in it, and past and current theories and diverse cultural perspectives of cosmology
- appraising and reporting on the ethical and material issues associated with space exploration and the recent experiences of humans in hostile environments of space (e.g., orbiting the earth or travelling to the moon)
- using digital resources to gain information about relevant equipment and technologies which enable space exploration and research to occur
- collaboratively researching the Gaia hypothesis (i.e., considering the earth as a living system) as an explanatory model for the earth system, with its origins in Western culture. Students compare this hypothesis with views presented by other cultures.
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 • KC8

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

Year 12 Standards

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  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: energy systems

Students in the Senior Years conceptualise the ideas of force and energy, and their application to current and future problems. They use relevant everyday contexts to investigate and experience a wide range of physical phenomena related to light, electricity and motion. They apply principles of energy conservation and work energy, and develop expressions for common energy forms. They use and appraise new technologies and the benefits and disadvantages associated with these developments. They participate in discussion, make decisions and take action on global scientific issues such as disposal of nuclear waste.

Following are the Key Ideas that comprise the energy systems strand.
Students critique key methods of energy conversion and energy use, and compare the extent of currently known sources with projected future needs. They identify changes necessary for sustainable energy transformation and use.

This includes such learning as:

- planning and investigating the production of electricity (by moving wires in magnetic fields) and the methods used to produce electricity in power stations
- exploring the distribution and use of electricity circuits and concepts such as voltage, currents and resistance (eg through use of virtual circuit simulation)
- measuring energy uses (eg the energy required to heat a home or boil a kettle of water) and completing quantitative energy audits for existing and more efficient use by individuals, families, workplaces and communities, using energy usage simulation software
- collaboratively exploring scientific developments through topical issues such as the generation and equitable distribution of electrical energy in the past, today, and in probable and preferred futures
- exploring social issues in energy use, and the ways that scientists estimate known and possible energy sources. Students assess the calculation of costs and benefits for diverse groups
- considering a range of alternative energy sources and energy strategies for different situations
- developing their understanding of energy through the design of an energy system for a remote community, and reflecting on the social constructions of the concept of ‘remoteness’
- applying cost–benefit analyses, and considering sustainability, in decisions about energy products.
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.

Example 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. C • F • 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 C • F • 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 T • In • 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 C • In • KC2
- investigates alternative sources of energy such as solar, wind and composting, and considers who benefits from such alternatives. T • In

Year 12 Standards

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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  - Biology
  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students apply quantitative relationships between forces, energy and energy transfer in order to explore the properties of the physical world. In • T • KC5 • KC6

This includes such learning as:

- appreciating that, while friction causes energy dissipation, it is also essential for some forms of motion (e.g. walking) and for many static situations (e.g. sitting on a slope). Students plan and investigate instances of increasing and decreasing friction (e.g. exploring a range of adhesives or lubricants) T • KC3 • KC6
- describing and graphically representing (using multimedia presentations) gravitational, magnetic and electric fields. Students use their understanding to explain such things as gravitational forces on objects on the earth, and those on other planets and the moon T • C • KC2 • KC5
- planning and carrying out activities to compare sound production and recording, and reproduction of a number of systems, for qualities such as clarity, range of frequency, and modes of recording and delivery T • C • KC1 • KC2 • KC3
- planning and carrying out activities, including experimental simulations, to investigate the transmission of energy, and how humans detect and respond to energy (e.g. sound, light) In • KC3 • KC6 • KC7
- identifying forces involved when riding a bicycle, and using other ideas such as velocity, inertia, acceleration and energy to describe its operation T • KC6
- investigating ways of energy transfer (e.g. conduction, convection, radiation), and carrying out ‘fair tests’ on various aspects of home insulation and its relation to ecologically sustainable use of energy C • T • In • KC6
- planning and carrying out investigations to compare the relative efficiencies and cost of heating the same quantity of water with different fuels, or different ways of utilising the same fuel T • C • KC1 • KC3 • KC5
- using mathematical representations to calculate the energy associated with objects or the motion of objects, due to the forces exerted on them or the work required to shift them. C • T • KC5
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

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 C • T • In • KC5
- chooses and uses appropriate methods to display results when comparing the efficiencies and cost of heating water C • T • KC2
- performs appropriate calculations using standard scientific formulae C • T • KC5
- uses simple electrical circuits to investigate a range of energy transfers, and tests ideas. T • KC6

Year 12 Standards

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Biology
  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: life systems

Students in the Senior Years consider career options in the biological sciences. They analyse the wellbeing of diverse environments and appraise the use of new developments in gene technologies. F They conceptualise connections between organisms at the cellular and the systems levels, and investigate major life-sustaining processes such as respiration, nutrition and photosynthesis. T • In They critique explanatory frameworks used to describe life and its evolution, and appraise and report on the place of human intervention in this process. F • C • KC1 • KC2

Following are the Key Ideas that comprise the life systems strand.
Students use explanatory models to research the interrelationships within and between individual cells and whole organisms, and the environments which sustain and influence them. In • T • KC1

This includes such learning as:

- identifying and comparing mechanisms which enable plants, animals and humans to adapt and compete successfully T • In • KC1
- researching the historical development of understanding of cells and physiological systems, reporting on the contributions of past and present scientists in this area, and debating future possibilities such as gene technologies F • C • KC1 • KC2
- exploring the ways diverse cultural groups cooperatively manage their environments, to inform alternative means of working towards ecological sustainability F • T • In • KC6
- investigating the relationships between human systems (eg nervous, reproduction, immune), and links between these systems, human behaviour, personal health, and the capacity to effect change Id • In • F • KC1
- collaborating with others to explore the issue of global balance in human systems (eg the role of immunology across international boundaries, and the ethics of access and choice). T • In • KC4 • KC6
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 T • In • 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

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 In • F • 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 T • In • KC6
- demonstrates knowledge about emerging ideas (eg Gaia hypothesis) and recognises the cultural locatedness of those ideas T • In • 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

Year 12 Standards

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Biology
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  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students critically explore the function of genetic and environmental influences on life processes. They consider the ethics and impacts of human intervention in manipulating these influences, and of taking responsible action.

This includes such learning as:

- examining the pedigrees of organisms (e.g., peas, corn, roses, cattle, sheep, horses), making inferences about recessive and dominant characteristics, and comparing the inheritance of characteristics in sexual and asexual reproduction
- investigating and explaining to a variety of audiences the transfer and transformation of materials and energy through food webs
- analysing, appraising and reporting on a range of adaptations (e.g., structural, physiological and behavioural) in order to gain an appreciation of diversity as a feature of sustainable social and physical environments
- appraising and arguing the roles and advantages/disadvantages of genetic engineering, and exploring related issues (e.g., confidentiality and the sensitivity of discussing family inheritance patterns, insurance companies gaining access to genetic data and records) and the social and ethical implications of the human genome project
- investigating the evidence in support of a theory of evolution, including comparative embryological studies, fossil records, genetics and DNA technology. Students consider the social implications of this evidence
- looking at gene-influenced characteristics of humans and the means by which they can be recognised
- exploring a range of factors (biological/sociological/technological/cultural) which might contribute to diabetes, heart and other common diseases and/or disabilities. Students identify their own risk factors and associated lifestyle choices
- analysing the meaning of the word ‘drug’, and discussing the effects on the human body of commonly used drugs and ‘recreational’ drugs, and of changing social attitudes to drug usage.
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. $F \cdot T \cdot C \cdot KC2 \cdot KC6$

Examples of evidence include that the student:
- analyses and reports on changes in some animal families over geological time (e.g. diprotodon, wombat) $T \cdot C \cdot F \cdot KC1 \cdot KC2$
- investigates how scientists use fossil evidence to suggest links between extinct plants or animals and those of the present day $T \cdot KC6$
- interrogates and debates issues associated with species diversity, including contemporary rates of species loss and human use of natural environments $C \cdot T \cdot In \cdot KC2$
- develops a web-based presentation on species diversity for younger children. $C \cdot KC2 \cdot KC7$

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. $In \cdot T \cdot KC1$

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 $T \cdot KC6 \cdot KC7$
- 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 $T \cdot F \cdot Id \cdot KC1 \cdot KC2$
- constructs a linear progression (from simple to more complex) of evolution on the basis of fossil evidence showing possible developmental pathways $T \cdot F \cdot KC1$
- investigates and explains the roles of various living and non-living things in cycling carbon, oxygen and water in the biosphere $C \cdot In \cdot KC1 \cdot KC2$
- creates an interactive product that charts the transfer and transformation of material and energy through a food web. $In \cdot C \cdot KC5 \cdot KC6$

Year 12 Standards

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Biology
  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: matter

Students operate both as independent scientific investigators and as effective members of teams when they use existing theories to explain the different properties of materials and factors which influence them (eg rates of reaction). T • KC2 • KC4 Symbolic language and conventions are used to represent matter and changes in matter. The lives and achievements of a range of scientists are introduced and researched in order to show how ideas have developed and changed over time. F • In Senior Years students communicate confidently when critically analysing the use, costs and benefits of new materials technologies, such as nanotechnology. T • C • In • KC1 • KC2

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

Students use appropriate theories to explain the properties of similar and dissimilar materials and how these properties determine uses. In • T • KC2

This includes such learning as:
- investigating and reporting on the properties of materials to classify substances into families (eg metal and non-metal, acids and bases), and relating this classification to their chemical structures T • KC1 • KC2
- using the particle model to explain states of matter and changes of state C • KC2
- using technologies to gather information and communicate to others about the achievements of early scientists in conceptualising the theories of matter C • KC1 • KC2 • KC7
- collecting and organising data, using books and a variety of interactive software, on the historical development and cultural location of the particle model of matter, and presenting findings F • In • KC1 • KC2
- planning and carrying out investigations to determine the metals used to make common objects (eg paper clips and drawing pins) T • In • KC1 • KC3 • KC6
- critiquing and debating ways of utilising materials to reduce harmful effects on environments, and on diverse social and cultural groups. In • KC1 • KC2

Students investigate and critique new materials technologies and appraise and report on their likely impact on themselves and future generations.

This includes such learning as:
- identifying classes of chemical reactions (eg oxidation, reduction) and planning investigations to explore their characteristics T • KC3
- collaboratively investigating how chemical reactions are applied in the extraction and modification of materials, and in the synthesis of new materials, that are important to their present and future communities T • KC1
- researching the ways in which products have been modified to make them safer, more useful, or more environmentally sustainable T • KC1
- planning and undertaking activities that lead to the creation of new materials by changing existing materials through chemical reactions, and studying online and offline manufacturing processes which illustrate this. Students reflect on the costs and benefits of such processes for diverse groups T • KC3 • KC6
- comparing the costs and benefits to different groups of recycling materials or producing new materials F • In • KC1 • KC5
- providing scientific arguments for and against the use of particular processed materials that affects natural and social environments, and discussing safe storage and disposal. Students assess the social implications of such developments for diverse groups. F • T • In • KC1 • KC2
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
- 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)
- poses questions and hypothesises on changes in the strength of materials (eg glues) when varying the amount of a component.

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
- frames questions and uses a variety of resources, including web search, CD-ROMs and video to find out about food preservation
- compares advantages and disadvantages, including environmental impacts, of using materials for a particular purpose (eg chlorine or salt in swimming pools).

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
- incorporates historical and diverse cultural theories on the nature of matter in contributing to a discussion
- 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
- plans, trials and evaluates personal action plans for reducing their use of environmentally harmful chemicals at school or home.

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
- uses online sources of information to gather information about manufactured materials and their probable availability for future generations and environmental sustainability
- investigates personal and environmental safety of household chemicals, how they should be stored, and possible substitutes which are more physiologically, socially and environmentally benign
- investigates the costs and benefits to diverse groups in society of manufacturing particular chemicals.

5.8

**Year 12 Standards**

The Year 12 Standards for science comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
  - Biology
  - Chemistry
  - Geology
  - Laboratory Operations (VET)
  - Physics
  - Science
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**SCOPE:**

**Key Ideas**

To be used by Year 10 teachers and other teachers in the preparation of local courses that do not currently fall within those accredited by external agencies (eg SHIP students in the Middle Years).

**Strand:** EARTH AND SPACE

**Key Ideas:**

Students learn that the earth is composed of materials that are altered by forces within it and on its surface, and that affect the way it sustains life. They report on this to various audiences. 

Students explore and report on the structure and evolution of the universe, using a variety of resources including information and communication technologies.

**STANDARD 4 OUTCOMES**

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

- 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.
- Investigates and analyses astronomical features and changes as seen from the earth and debates the ways scientists examine and explain these.

**STANDARD 5 OUTCOMES**

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

- Researches and analyses contemporary theories about geological features, such as plate tectonics, and investigates their effects on sustaining life on earth.
- Critically examines theories of astronomy and how they have contributed to our understandings about the universe, and articulates personal theoretical preferences.

**YEAR 12 STANDARDS**

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation.

Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Year 12 Standards represent the level of performance expected of students at the end of Year 12.

The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

**Strand:** ENERGY SYSTEMS

**Key Ideas:**

Students critique key methods of energy conversion and energy use, and compare the extent of currently known sources with projected future needs. They identify changes necessary for sustainable energy transformation and use.

**STANDARD 4 OUTCOMES**

- Investigates ways of obtaining, transferring, and using energy (including from sustainable energy sources and from fossil fuels) for particular purposes.

**STANDARD 5 OUTCOMES**

- Analyses aspects of energy sustainability, including energy resources, energy production and distribution, and challenges for future ‘worldwide’ uses of energy.

**YEAR 12 STANDARDS**

In the delivery of the students’ programs, teachers will provide for the development of the Essential Learnings.

This external curriculum is defined by:

1. **FUTURES:** developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. **IDENTITY:** critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.

continued
### Strand: ENERGY SYSTEMS cont

#### Key Ideas:
- Students apply quantitative relationships between forces, energy and energy transfer in order to explore the properties of the physical world.

| 4.4 | Plans and evaluates investigations that focus on the transfer and transformation of energy. |
| 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. |

(b) VET National Training Packages

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.

In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

### Strand: LIFE SYSTEMS

#### Key Ideas:
- Students use explanatory models to research the interrelationships within and between individual cells and whole organisms, and the environments which sustain and influence them.

| 4.5 | Investigates and explains the functioning of living systems from the microscopic to the macroscopic. |
| 5.5 | Interprets and uses information about the structure and function of living systems and their relationship to survival of ecosystems. |
| 4.6 | Explores how living things have changed over geological time and debates the value of species diversity and the ethics of human intervention. |
| 5.6 | Applies theories and conceptual frameworks associated with evolution, biodiversity, genetics, and the cycling of energy and matter in biological and physiological systems. |

(c) Other Year 12 Level Curriculum

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.

In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

### Strand: MATTER

#### Key Ideas:
- Students use appropriate theories to explain the properties of similar and dissimilar materials and how these properties determine uses.

| 4.7 | Compares properties of materials before and after physical or chemical change by planning, conducting, evaluating and communicating an investigation. |
| 5.7 | Uses the particle model to explain physical and chemical properties and change of matter. |
| 4.8 | Recognises and describes conditions that influence reactions or change in materials. |
| 5.8 | Classifies chemical reactions and identifies their importance in providing materials for present and future generations. |

3. INTERDEPENDENCE: developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:
- understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing
- understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities
- synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments
- fostering, partnerships with employers, schools, local communities and agencies.

4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:
- developing metacognitive awareness, and actively processing complex and competing sets of information
- extending the complexity of connections among ideas in technological, social, economic, political and cultural environments
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative solutions.

5. COMMUNICATION: developing knowledge, skills and dispositions required to construct and communicate meaning, and to critically understand and use the power of communication and its technologies, including:
- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts
- communicating abstract ideas and concepts
- developing arguments; understanding position, bias, alternative meanings
- increasing metalinguistic awareness and the capability to communicate powerfully and persuasively in a range of contexts.

* the investigation of the relations between language and its cultural context
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 futures
- 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 framework 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; through the processes applied in the four conceptual strands; a shared focus on equity and cross-curriculum perspectives; and through a common approach to values.

In society and environment values are important as aspects of study, as being influential in what is studied, and as a consequence of study. As learners consider people and their actions in their societies and environments over time, they investigate and analyse KC1 the influence of values, attitudes and beliefs on themselves and others. In challenging ideas 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. KC3. These values contribute to learners’ understanding of what constitutes a fair and just society.

- Social justice such as: concern for the welfare, rights and dignity of all people; empathy with peoples of diverse cultures and societies; fairness and commitment to redressing disadvantage and oppression, and to changing discriminatory and violent practices in home and work environments. These values contribute to learners’ analysis KC1 and understanding of what is involved in achieving a fair and just society.

- Ecological sustainability such as: environmental stewardship and conservation; a commitment to maintaining biological diversity; and a recognition of the intrinsic value of the natural environment. These values contribute to learners’ understanding of how ecological sustainability can be achieved, in ways that redress environmental damage caused by past and present generations and safeguard the inheritance of future generations.

**Literacy, numeracy and information and communication technologies in society and environment**

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

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in society and environment when, for example, students learn to use specialised language and texts to describe, reflect on and debate social and environmental concepts. Students learn, for example, that terms and phrases such as global communities, ecologically sustainable development and social cohesion have a particular meaning in the context of this Learning Area.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in society and environment when, for example, students use 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.
The connection between Standard 5 and the Year 12 Standards in society and environment

The following Senior Years Scope in society and environment is used by Year 10 teachers and other teachers who prepare local courses for Years 11 and 12. Increasingly, in Year 10 to some extent and in Years 11 and 12, the detail of the Senior Years Band Scope in society and environment will be drawn from more specialised units/curriculum statements provided by external sources (eg SSABSA, VET). The connection between these courses and the SACSA Framework is provided by the Essential Learnings which teachers integrate into the students’ learning programs.
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. **T • F • KC1** Concepts of time, continuity, change, causation and heritage are fundamental. These concepts are used to interpret and explain significant events, issues and patterns of change in Australia and other societies; and to investigate the roles, intentions and motives of individuals and groups. **In • T • KC1 • KC2** Australia’s place in the world, the past, present and future global contexts in which Australia exists, and how and why these have changed are essential themes. In 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 engage with the question of what it means to be Australian. **F • Id • T • C • KC1**

Senior Years students critically compare the way people, events, ideas and issues are represented over time, and put events into sequences over long periods. **T** They distinguish trends and patterns in events and acknowledge the value of different points of view when interpreting past times and evidence available from various sources. They clearly distinguish between primary and secondary sources and explain the value of both to an understanding of historical perspective. **C • KC1 • KC3**

They discern people’s various motives, as they explain actions, decisions and resulting consequences, and identify examples of the ways power and status develop in a community or society over time. They appraise the ways things were done in the past or present, and challenge ideas and interpretations of events, to encourage future change. **F • T • C**

Students examine concepts of ‘identity’ and values and ethics in relation to sub-cultures, relationships, financial work, peer and family pressures, ability, sexuality, class, gender, race and drugs. They take a historical perspective on some of these issues, and interpret different views. **Id • In • T** As they explore and evaluate alternatives, they conceptualise that truth is a relative notion, and that knowledge is socially constructed and can be contested. **T • KC1**

Senior Years students discriminate, clarify and challenge experiences, and devise and communicate materials in popular ways. **Id • C** They assume responsibility and manage people and resources, in order to conceptualise the relationship between choice, and rights and responsibilities, particularly with uncertain futures in a changing world. As they appraise time, continuity and change in its many forms; find connections and patterns; describe the broad historical backgrounds to contemporary events or issues; and communicate their opinions and ideas they recognise that people are able to influence the future in socially just, and democratically and ecologically sustainable ways. **F • In • T • C • KC1 • KC2**

Following are the Key Ideas that comprise the time, continuity and change strand.
Strand: time, continuity and change

Students critically analyse continuities and discontinuities over time, and reflect upon the power relationships which shape and are shaped by these. F • In • T • KC1

This includes such learning as:

- examining and interpreting historical and cultural origins of concepts such as heritage, tradition, continuity, change over time, causation and turning points, in a range of local and global contexts
  
  In • T • KC1

- identifying issues and problems in the past, formulating historical questions, obtaining and critically analysing historical data, constructing historical interpretations, and challenging dominant viewpoints T • C • KC1 • KC6

- critically analysing and evaluating recent world-shaping phenomena (eg globalisation and its effect on nation states, economic imperialism, Indigenous rights movements) using methods of historical inquiry, thereby understanding the power of historical perspectives in imagining futures. Students suggest probable and preferable futures, while acknowledging the historical and cultural nature of evidence F • In • T • KC1 • KC6

- using historical examples to critically examine the concept of change and its initiation, impact and management. Students evaluate varying inputs and responses to change and how these shape futures. F • KC1
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. \( F \times T \times C \times KC2 \)

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 \( KC1 \times KC2 \)
- identifies changes that have occurred over time (eg resource availability, accessibility to resources by particular groups) \( T \times KC1 \)
- analyses why there are different views presented in historical data about reasons for change \( T \times KC1 \times KC5 \)
- appraises how further change could take into account sustainability and fairness for all. \( F \times T \)

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. \( In \times T \times KC1 \)

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) \( T \times In \times C \times KC1 \)
- 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) \( In \times T \times KC2 \)
- critically analyses historical sources, both primary and secondary, to investigate the ways individuals, groups and natural environments are represented \( T \times C \times KC1 \times KC6 \)
- presents information online to others on the relationship between power and historical representation. \( C \times KC2 \)

Year 12 Standards

The Year 12 Standards for society and environment comprise the capabilities of the Essential Learnings demonstrated along with standards from external curriculum.

External curriculum is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent.

The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

External curriculum is defined by:
- SACE Curriculum Statements
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  - Agriculture and Horticulture
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  - Australian History
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  - Classical Studies
  - Economics
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  - Geography Studies
  - Historical Studies
  - Legal Studies
  - Maritime Studies
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  - Modern History
  - Natural Resources Management
  - Politics
  - Religions in Australia
  - Small Business Enterprise
  - Social Studies
  - Studies of Religion
  - Tourism
  - Women’s Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: time, continuity and change

Students research a range of primary and secondary sources to critically analyse, contextualise, evaluate and justify explanations of issues, events and patterns.

This includes such learning as:

- using knowledge of the past to predict possible intended or unintended consequences of change on people and environments. Students analyse whose interests are best served by change or continuity.

- critically examining the points of view represented or not represented in a range of electronic and other sources. Students analyse why some stories or views are not heard or are silenced, and use this analysis as a basis for developing their capability to construct and justify a considered view.

- researching and discussing trends that have changed the nature of work connected to time, continuity and change, including predicted future training, study and career pathways, and their relevance to life. Students collaborate to research, share, analyse, and compare and contrast relevant information.

- analysing cause and effect relationships and multiple causation (e.g., the importance of individuals, the influence of ideas, the role of chance and of time and place). Students demonstrate connections in a variety of ways, such as concept maps or multimedia products.
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 C • KC1
- classifies electronic and other sources of information about a chosen event into primary sources, secondary sources and ‘not sure’ T • KC1
- 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 T • C • KC1 • KC2 • KC6
- checks reliability of interview information against other sources, and discusses why there can be different interpretations. T • C • KC1 • KC2

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. T • C • KC1

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 C • KC2
- identifies perspectives not included in existing sources T • C • KC6
- contextualises the analysis of the issue, event or pattern, including culture, time, environments and power T • In
- reports publicly on research, analyses data and justifies their own interpretation of an event, issue or pattern. T • C • In • KC2 • KC5

Year 12 Standards

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  - Small Business Enterprise
  - Social Studies
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  - Tourism
  - Women’s Studies

- VET National Training Packages

- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: time, continuity and change

Students evaluate and interpret evidence of the effects of human motives and actions over time. They critically analyse underlying values and present learning in genres appropriate to particular purposes.

This includes such learning as:

- critically analysing different modes of historical inquiry and the ways in which the values of historians can result in different interpretations from the same material.
- critically analysing major causes of past and present international conflicts. Students explore, justify and report on ways in which such conflicts have been, could have been, and can be resolved peacefully or by force, as well as situations where resistance or show of force is justified as a necessity.
- investigating, online and offline, values that support viewpoints on a range of issues (eg the social and economic impact of the changing nature of paid and unpaid work over time), and suggesting alternative courses of action based on a set of personal values.
- assessing the values involved in interpreting historical evidence, and identifying and reporting on ways in which such evidence is used in the public sphere to defend or promote contemporary policy and practice (eg past and present use of resources in relation to their environmental impact).
At Standard 4, towards the end of Year 8, the student:

Interprets people’s motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.

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
- analyses collected information in relation to wider events or issues
- 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
- suggests preferred futures and ways in which they could be achieved, describing the range of factors that would be involved.

F • T • C • KC1

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

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.

Examples of evidence include that the student:
- explains social phenomena as they change over time (e.g., the rights and responsibilities of citizens from childhood to adulthood), and proposes how these might affect preferred futures
- 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
- critically analyses the power of the media and multimedia products in forming and changing attitudes
- critically analyses some examples of people speaking out against popular opinion, and identifies the processes and skills necessary for this.

F • In • T • C • KC2

Year 12 Standards

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- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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  - Small Business Enterprise
  - Social Studies
  - Studies of Religion
  - Tourism
  - Women’s Studies
- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
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 examined in the natural and social world, locally and globally.

In the Senior Years students critically analyse questions about place and space, and clarify issues and ideas regarding values associated with the environment. They understand decision-making and question the resulting implications of these processes. They look for alternatives, and appraise, debate and justify improvements or changes they would wish to see. Senior students use moral reasoning and question current ideas and decisions made in the past. They see the importance of negotiation and compromise between personal, group and community interests. Many develop feelings of responsibility towards their local community and take on an environmental ‘watchdog’ position.

Using computer technologies, including spatial information systems, students explore and present complicated data in a meaningful way, show relationships and flows between systems, and appraise and report on consequences of decisions made, on geographical and environmental matters. They select, integrate and apply spatial concepts and techniques, using and analysing social and environmental data and information.

In the Senior Years Band students assess decision-making and ways of, and purposes for, challenging others about decisions. They critically analyse positions taken, and appraise environmental and social issues that involve complex moral judgments. They hypothesise and develop tests of these hypotheses, consider survey results of environmental attitudes, and speculate on how these might change in the future.

Students use, wherever possible, community and work-based learning experiences to assess business procedures and practices, and develop an appreciation of resource management. Their conceptualising of associations of features in terms of spatial patterns leads to an analysis of the relationship between particular patterns (e.g. resource use, economic growth, living standards) and ecological sustainability, and a discussion of associated values.

In the Senior Years Band there is an increasing emphasis on national and global levels of analysis. Students compare their own stances on issues with those of others, and evaluate the ways in which individuals, groups and government, through various planning and management strategies, are involved in public decision-making on the ecologically sustainable use of places and resources.

Discussion about future and further study, training and employment possibilities in areas related to this strand are important for setting goals for future learning.

Following are the Key Ideas that comprise the place, space and environment strand.
Strand: place, space and environment

Students critically analyse the relationships between interactions and flows of people, ideas, energy and resources. They experience the resultant patterns, on a variety of scales and contexts, within an equity framework.

In • T • KC1

This includes such learning as:

- analysing local, regional and global spatial patterns to explain associations, interactions and hierarchies between people and their environments, both rural and urban In • KC1 • KC2
- exploring how to apply the concept of region (eg urban, rural and remote) as an analytical tool, in different contexts and from a range of perspectives In • T • KC6
- analysing, comparing and reporting on past and present strategies and practices used in managing natural environments, in order to identify the factors that need to be considered in critically assessing future strategies F • In • T • KC1 • KC2 • KC6
- using case studies, action research methods, and virtual simulations and software products to critically analyse why the motives of individuals, groups, organisations and governments vary in dealing with natural and environmental management and other place and space issues T • In • C • KC1
- researching careers, and the impacts on relationships related to place, space and environment (eg surveying, town planning, Spatial Information Systems, management, environmental science, economics, natural resource management, landcare, agriculture, horticulture, aquaculture, architecture, landscaping, engineering, building, graphic design, cartography).

In • T • C • KC1 • KC2
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.

F • In • T • KC1 • KC2

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 T • C • KC1 • KC5
- analyses maps to explain associations and interrelationships between features In • T • KC1 • KC2
- describes consequences of human modification of features.

F • In • T • KC2 • KC6

4.5

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.

In • T • KC1 • KC2

Examples of evidence include that the student:
- describes and examines natural features (e.g., landforms, climates, soils, habitats) and identifies factors affecting them T • KC1 • KC2
- 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 In • T • C • KC1 • KC2
- analyses and reports on some factors affecting land use in natural environments and rural or urban areas, using examples from case studies In • C • KC1 • KC2
- analyses the impact of the ‘e-economy’ on the Australian economy. In • KC1

Year 12 Standards

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The Essential Learnings are:
- Futures
- Identity
- Interdependence
- Thinking
- Communication.

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- VET National Training Packages
- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Strand: place, space and environment

Students work independently, in groups, and in teams, using inquiry skills to collect, critically analyse and organise data on how individuals and groups make decisions about natural and built environments. They represent their findings through a range of oral, written, visual and electronic forms. In • T • C • KC1 • KC2 • KC4 • KC7

This includes such learning as:

- analysing and representing spatial data using a variety of geographical methods and graphic representations (eg text, maps, sketches, diagrams, photos, tables, graphs, spatial information systems) to explain complexity and detail in distribution patterns, in a variety of local, national and global contexts T • In • C • KC1 • KC2 • KC5

- accessing and critically evaluating information on natural and built environments from a range of sources, and presenting relevant information for others, using print and electronic forms T • C • KC1 • KC2 • KC7

- researching how individuals and groups use planning and management strategies to make decisions about the use of natural and built places. Students evaluate ways in which individuals can affect the decisions taken In • T • KC1 • KC3 • KC6

- analysing particular examples of relationships between attitudes to the management of natural environments (eg abuse, apathy, ignorance) and factors relating to economics, quality of life and ecological sustainability In • T • KC1

- examining local and global examples of both sustainable and unsustainable practices in primary, secondary and tertiary industries. Students analyse their features and report on aspects of change over time F • In • KC1 • KC2

- investigating and reporting on the role of new technologies and their influence on changing patterns and processes in built environments. F • 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

Year 12 Standards

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- Interdependence
- Thinking
- Communication.

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Students examine social and natural environments, including Australian and international examples of unique and fragile natural environments. They develop a critical understanding of past and present management and mismanagement of land systems. They analyse current practices, and suggest criteria or strategies to assess and affect possible future practices. F • In • T • KC1 • KC6

This includes such learning as:

- examining the distribution patterns of natural features, and the cycles and flows of natural systems. Students analyse the impact of people on these and consider the sustainability of natural environments in Australia and elsewhere In • T • KC1 • KC6
- designing strategies to research and critically analyse differences in people’s views regarding uses of natural and built places in a range of ways (eg interviewing; surveying; reading texts and reports; accessing material from the World Wide Web, CD-ROMs, and audio and visual reports) T • C • KC1 • KC3 • KC7
- comparing their own positions and views on issues related to natural and built environmental management with those of others, then explaining, debating and justifying a considered viewpoint T • C • KC1 • KC2
- contributing, where practicable, to local environmental care projects with a focus on ecological sustainability and social justice, and reporting on reasons for their involvement and the outcomes of their actions In • C • KC2
- researching examples of democratic decision-making and subsequent action to achieve ecologically sustainable environments and more just social practices, and evaluating processes used. F • T • KC1
Identifies and describes ways that places and natural environments are valued or threatened, and discusses strategies related to ecological sustainability.

Examples of evidence include that the student:
- researches present Australian mineral and agricultural exports, and shows information on maps and graphs
- 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
- discusses the effects of changes on environments, identifying who and what benefits and loses from change
- explores the influence on change of diverse lobby groups (e.g., farmers’ groups, mining companies, corporations such as retail giants, environmental groups), and analyses ways to work for environmental sustainability.

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

- researches present Australian mineral and agricultural exports, and shows information on maps and graphs
- 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
- discusses the effects of changes on environments, identifying who and what benefits and loses from change
- explores the influence on change of diverse lobby groups (e.g., farmers’ groups, mining companies, corporations such as retail giants, environmental groups), and analyses ways to work for environmental sustainability.

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

- researches and evaluates plans for the development of a place or resource, and reports on outcomes on the basis of ecological sustainability.
- selects, against given criteria, a relevant research issue (e.g., mining in a national park, a marina impacting on coastal dunes, changing land use, demolition of significant buildings)
- 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
- evaluates research findings sourced from electronic information against the values promoted in this Learning Area
- prepares a report and action plan which demonstrates a clear understanding of the issues, and the multiple viewpoints and future implications.

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**Strand: societies and cultures**

The emphasis in this strand is on understanding, appreciating and communicating aspects of individual and group identity. KC2 These include beliefs, values, customs and practices of diverse societies and cultures, both local and distant in time and place; as well as the interactions and interdependence of societies and cultures in local, national, the Asia–Pacific regional and global environments. **Id • In** Cultural diversity, social cohesion and organisations that reflect beliefs in society are investigated, as well as influences that bring about cultural change. **T • KC6** Engagement, participation and empathy are developed in order for students to see the world through others’ eyes, appreciate viewpoints from another society or culture, and value diversity. **F • T • C • KC5** There is an emphasis upon Australia’s multicultural society and an explicit focus on the unique place Aboriginal and Torres Strait Islander cultures have in Australia. **Id**

Senior Years students analyse their social and cultural worlds, and question and challenge belief systems, acknowledging that such systems, as well as identities, are socially constructed and can therefore be changed. **Id • T • KC1 • KC6**

They reflect on the complexities of issues and stand back to appraise the many points of view involved. They negotiate, make decisions, take responsibility and justify choices, in teams, groups and as individuals. **T • KC2 • KC4** They explore the influence of, and links between, the media and popular culture, practise creative problem-solving, and prepare material for effective online or offline presentation to others. **KC2 • KC6** They understand the power and potential of a range of communication tools and genres. **In • T • C • KC7**

With supportive strategies, students critically examine the beliefs, values, customs and practices of their own society and cultures in comparison with others within Australia, as well as those distant in time and place. **Id • T • KC1** They reflect on and analyse influences that bring about cultural change, justify the benefits of cultural diversity, and practise strategies for social cohesion. They articulate links between societies, cultures and countries or places, and the influence of places on cultural groups over time. **In • KC1 • KC2**

They use analytical skills to challenge assumptions, generalisations and the social constructs of gender and racial stereotypes, using examples from their own experience and that of others. **Id • In** They research, appraise and report on relevant case studies of peaceful conflict resolution, and practise these strategies themselves. **F • KC1 • KC2**

In developing inclusive world views, they challenge conventional practices, beliefs and values that marginalise particular groups in society. **T** They appraise and promote fundamental human rights for all people, while recognising that individuals and groups of people must exercise responsibility. **In** To achieve preferred futures for all, the rights of one must not work against the rights of others, and Senior Years students can discuss and articulate this principle and present their research on it to others. **F • C • KC2**

Following are the Key Ideas that comprise the societies and cultures strand.
Students investigate how and why societies and cultures develop and change over time. They explore the effects of these changes on individual and group identities.

This includes such learning as:

- analysing and comparing features of societies and cultural groups (e.g., beliefs, languages, literature, arts, music, dress, artefacts, technologies, traditional links to particular built and natural environments), and investigating reasons for changes within them.
- analysing the relationships between culture and personal and group identities, and identifying issues affecting particular groups (e.g., race, ethnicity, gender, disabilities, religious beliefs, social and political systems, ability). Students conduct analyses from a range of perspectives and discuss strategies to address the issues.
- considering Indigenous and other minority cultures, in order to research and acknowledge their devastation, adaptation, and survival and revival, resulting from or following cultural imperialism.
- investigating various spiritual belief systems through concepts such as rules, structures, ceremony, power, fear, cults and order. Students discuss the reasons why people are attracted to them, and the reasons for others choosing atheism, environmentalism or other spiritual alternatives.
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 • KDB

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 • KDB
- 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

Year 12 Standards

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- Futures
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- Interdependence
- Thinking
- Communication.

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- Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
Students research and critically analyse issues affecting their own, as well as other societies’ cultures. They do this through listening to speakers, planning and conducting interviews and social surveys, and using other methods of inquiry involving members of particular groups and institutions in society. In • T • C • KC1 • KC3

This includes such learning as:

- critically analysing issues and strategies for change from a range of perspectives, including those held by people who have least power in our society T • KC1
- examining a range of perspectives on issues affecting Aboriginal people personally, as well as their extended families or groups, and assessing strategies designed to address these, learning where possible directly from Aboriginal people T • KC1
- employing online research techniques (eg planning and designing questionnaires, analysing resulting data) to investigate how specific groups in society (eg people with disabilities, ethnic or religious groups) deal with particular issues. Students share and present findings using electronic media T • C • KC1 • KC2 • KC3 • KC7
- researching careers and further study possibilities related to society and the environment (eg in anthropology, sociology, archaeology, social work, documentary film-making, tourism, Spatial Information Systems and performing and visual arts), and discussing how learning about societies and cultures is valuable for careers where communication with other people is required T • C • KC1 • KC2
- critically analysing the effects of globalisation on the cultures of various societies, including the ways in which dominant cultures are absorbed, hybridised, resisted or reshaped In • T • KC1
- critically exploring the effects of new forms of media and digital and electronic technologies on local and national communities, including an examination of the extent to which they democratise or centralise knowledge. T • C • KC1 • KC7
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 (e.g. 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 • C • T • 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 (e.g. 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

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  • Women’s Studies

• VET National Training Packages

• Other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent.
**Strand: societies and cultures**

**Students communicate and act upon their understanding of a range of cultural and societal practices, beliefs and values, and develop strategies to counter discrimination and stereotyping.**

This includes such learning as:

- critically analysing interactions, and explaining observations, of a range of cultural and societal practices, through hypothesising, researching, and using representative quantitative and qualitative data
- identifying and critically analysing moral and ethical issues relevant to their own positions and practices, and assessing strategies to act to change these if appropriate
- appraising and acting on culturally appropriate individual and collective strategies to achieve understanding of, and communication with, peoples of diverse cultures and values
- exploring examples of situations where racism and prejudice occur, and applying understanding of societies and cultures to counteract negative actions or stereotyping
- exploring and reporting on the reasons for, and effects of, institutional and individual prejudice, such as racism or sexism. Students investigate and practise ways to recognise and counter these
- investigating and practising non-violent and culturally appropriate strategies to support individuals and groups in need.
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 (e.g., 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 (e.g., through unfair advertising, harassment, bullying, terrorism, war).
- plans and implements effective strategies to enhance ethical behaviour (e.g., developing websites, writing letters to editors and/or government leaders, campaigning on ethical issues, joining consumer boycotts, joining NGOs).

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 (e.g., physical appearance, age, dress, disability, perceived ethnicity, religion, sexuality, political views, access to technology, lack of employment), and predicts effects on the perpetrators and those who experience prejudice (e.g., the unemployed, refugees).
- identifies and communicates specific strategies for positive change by individuals, governments, communities and themselves.

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Strand: social systems

The emphasis in this strand is on analysing and understanding the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings within political, legal and economic systems. In • T • KC1 The focus is on critical examination of decision-making at all levels; the use of power and control of resources to maintain or change society; and ways to participate in civil societies, including issues and practices related to work. Id • KC1 • KC3 Students learn to cooperate with others to solve problems and analyse how and why decisions are made. Through informed participation in decision-making in their school, community and in civil society, students develop the knowledge, skills and values necessary for active present and future citizenship. F • In • C • KC3

Students negotiate choices, distinguish between fact and opinion, challenge current opinion, make their own decisions and take responsibility, within and outside schooling. T They explore rights and responsibilities, and roles and relationships, in a variety of settings in their school, community and wider society, in relation to political, legal and economic systems. Id • In They do this as individuals and in small groups or teams, with support where necessary of knowledgeable others within the school or community. C • KC1 • KC3 • KC4

Senior Years students appraise and take positions on social, political, ethical, moral, environmental and technological issues. Through research, role-play, simulations, models and negotiated group/team discussion, they analyse a range of views; explain cause, effect and consequences; and contribute theoretically and practically to possible solutions. F • In • T They analyse the distribution of power in societies and identify ways they and others can and do participate as citizens, and how this participation might be enhanced. KC1 • KC2 • KC4

Senior Years students appraise economic, legal and political systems, and organisations that make up these systems, using examples they have experienced in the school, their work and social life. T • C They analyse power relationships in and between these systems and discuss why groups have, or do not have, access to power. Id • In They assess the power of different forms of communication to present and challenge opinions, arguments, points of view and conclusions. C They take an active part in decision-making, including participation in community initiatives and programs, and analyse how and why decisions are made. F • Id • T • KC1 • KC2 • KC6

Following are the Key ideas that comprise the social systems strand.
**Strand: social systems**

*Students research the structure and operation of political, legal and economic systems in Australia and elsewhere to identify ways that particular groups or individuals are advantaged or disadvantaged. They develop strategies to effect change.*

**F • In • T • C • KC1 • KC6**

This includes such learning as:

- critically analysing the strengths and weaknesses of a range of political and economic ideologies
  **T • C • KC1**

- understanding contemporary changes in economic, legal and political systems, including a critical analysis of the power of global corporations; the relative vulnerability of nation states; economic and strategic defence alliances; the costs and benefits of free trade in relation to Australian manufacturing, agricultural and mining industries; pressures for and against genetic engineering; and the influence and impact of global communications, including the World Wide Web
  **In • C • KC1 • KC7**

- analysing economic, political, legal and social factors that influence productivity and conditions of work, including the role of unions; employment patterns; casualisation of labour; volunteer and unpaid work; different groups and individuals in society. Students predict future workplace changes while developing a range of employment-related competencies
  **F • In • T • C • KC6**

- interpreting data and describing information and services available within Australian economic systems to help consumers manage finances, and exploring and reporting on methods of income disposal (eg saving, spending, investing, paying taxation, making donations), and on the consequences associated with each
  **T • C • KC1 • KC2 • KC5**

- critically analysing actions and effects of global powerbrokers (economic, political and legal) on contemporary issues, from perspectives of justice, equity, dignity for all, and environmental sustainability. Students justify their own viewpoint
  **In • C • KC1 • KC2**

- analysing and comparing the responses of governments in various countries to internal dissent, past and present (eg lack of or restricted rights to protest, restrictive laws for minorities, use of military or police force, power and control of the media, secret security services, imprisonment without trial), and explaining the benefits of, and ways of, promoting free speech
  **In • T • KC1 • KC2**

- identifying and examining clashes which occurred, and continue to occur, between the political, economic and legal systems of Aboriginal peoples and the colonial and subsequent Australian systems based on British tradition. Students compare this with situations of other indigenous peoples and analyse why solutions are difficult and complex but achievable.
  **F • Id • KC1**
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) 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

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Strand: social systems

Students individually and in teams critically analyse current social issues from a range of perspectives, including historical, future, social, cultural, economic and political, using a wide variety of source material. In • F • T • KC1 • KC4

This includes such learning as:

- identifying and describing the role, structure and function of government at local, state, territory, federal and international levels. Students, in teams or individually, analyse how institutionalised power and authority in political and legal systems shape legislation which affects current social issues In • T • KC1 • KC4

- gathering data about and analysing basic legal rights, responsibilities and presumptions, and the values and beliefs on which they are based; and comparing those in Australia with those in other selected countries. Id • In • KC1

- critically investigating how change can be effected in regard to particular environmental, political, legal and economic issues; and analysing the power of the media, community, corporate and other pressure groups in relation to the chosen issues In • C • T • KC1

- critically analysing controversial issues and policies affecting students; and planning and practising, or simulating, roles of advocacy on matters of local, national and global importance T • C • KC1 • KC3

- analysing why and how the practices of economic organisations and players (eg governments; banks; investment managers; pharmaceutical, mining and insurance corporations; transnational corporations; the European Union; the World Trade Organisation) impact on students’ and other people’s lives, locally, regionally and globally, now and in the future. F • In • KC1
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

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

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Strand: social systems

Students research contemporary issues such as the effects of globalisation on cultures, countries, and particular groups and individuals. They consider alternative futures which might improve the quality of life for themselves and others, selecting and using appropriate media to report their findings. F • In • C • KC1 • KC6 • KC7

This includes such learning as:

- analysing factors that influence, and are influenced by, quality of life and workplace productivity (eg education, nutrition, life expectancy, infant mortality, health, safety, environmental degradation, welfare) and developing strategies to predict future workplace and lifestyle changes, and the ways individuals can respond to and influence them for the benefit of all
  
  F • In • T • KC1 • KC6

- planning and practising strategies to apply for jobs and negotiate workplace agreements, and critically evaluating the role and influence of employee and employer groups and the impact of globalisation on these
  
  T • C • KC3

- exploring and reporting on a range of career and further study pathways related to social systems (eg economics, management, law, paralegal, accounting, financial management, small business, service industries, data processing, police, security, public relations, clerical options)
  
  F • T • KC1 • KC2

- researching the major causes of conflict in local, national and international settings. Students evaluate solutions to the inequitable distribution of power and resources, roles of government and non-government organisations (NGOs), and the impact of these organisations on different systems. They explore options of just and peaceful resolution
  
  F • In • T • KC1 • KC6

- exploring ways to use knowledge to inform actions in their personal and social lives in the community, and through political participation. Students, working together, render community service or solve social problems in their school or community, particularly in relation to marginalised groups.
  
  F • C • KC1 • KC4 • KC6
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 • KC2 • 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 T • In • C • KC1
- describes ways to lobby to ensure the wellbeing of future generations. F • T • KC2

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## Time, Continuity and Change

### Key Ideas:

Students critically analyse continuities and discontinuities over time, and reflect upon the power relationships which shape and are shaped by these.  

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<tr>
<td>4.1</td>
<td>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.</td>
<td>F • In • T • KC1</td>
<td></td>
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<td></td>
<td>Students research a range of primary and secondary sources to critically analyse, contextualise, evaluate and justify explanations of issues, events and patterns.</td>
<td>T • C • KC1 • KC2</td>
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<tr>
<td>4.2</td>
<td>Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently.</td>
<td>T • C • KC1</td>
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<td>4.3</td>
<td>Interprets people’s motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.</td>
<td>F • T • C • KC1</td>
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### Standard 4 Outcomes

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

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<tr>
<td>5.1</td>
<td>Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation.</td>
<td>In • T • KC1</td>
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<tr>
<td>5.2</td>
<td>Researches and analyses primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern.</td>
<td>In • T • C • KC1</td>
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<td>5.3</td>
<td>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.</td>
<td>F • In • T • C • KC2</td>
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### Standard 5 Outcomes

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

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<tr>
<td>4.1</td>
<td>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.</td>
<td>F • T • C • KC2</td>
<td></td>
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<tr>
<td>4.2</td>
<td>Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently.</td>
<td>T • C • KC1</td>
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<tr>
<td>4.3</td>
<td>Interprets people’s motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.</td>
<td>F • T • C • KC1</td>
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### Year 12 Standards

In Years 11 and 12 students select courses that will enable them to pursue their preferred areas of specialisation. Year 12 Standards comprise the Essential Learnings and standards from external curriculum that is quality assured at Year 12 level by the accrediting authority under the Australian Qualifications Framework or equivalent. The Year 12 Standards represent the level of performance expected of students at the end of Year 12.

The Essential Learnings are described at this level as the capabilities that students are able to achieve at the end of the Senior Years of school education.

This external curriculum is defined by:

(a) SACE Curriculum Statements

- The SACSA Framework and SACE Curriculum Statements articulate—
- The society and environment area offers the following:
  - Aboriginal Studies
  - Accounting
  - Accounting Studies
  - Agricultural and Horticultural Science
  - Agriculture and Horticulture
  - Ancient History
  - Australian History
  - The Australian Legal System
  - Business Studies
  - Classical Studies
  - Economics
  - Geography
  - Geography Studies
  - Historical Studies
  - Legal Studies
  - Maritime Studies
  - Media Production and Analysis
  - Medieval History
  - Modern History

1. **Futures:** developing perspectives to critically reflect upon and contribute to preferred futures, including:
   - understanding the fundamental aspects of change and using this political awareness to effect change
   - transferring and transforming knowledge and building future scenarios based on insights of the past and present
   - identifying, researching and analysing challenges for the future through a diverse range of world views
   - acting in ways that show an understanding of the impact of those views for the future.

2. **Identity:** critically understanding and developing personal identity, group identity and relationships, and acting to shape these, including:
   - developing a critical awareness of self and others with an understanding of aspects of personal and group identity (eg cultural, behavioural, social, emotional, political and intellectual)
   - understanding and critiquing social and cultural constructs to identify issues of power, justice and injustice and identifying examples of ways in which groups can be advantaged or disadvantaged
   - taking individual or collective action to counter issues such as racism, homophobia, discrimination, harassment
   - relating and working productively with a diverse range of people.
3. INTERDEPENDENCE: developing a sense of connectedness with other people and systems, reflecting on and taking action to shape local and global communities, including:

- understanding issues of human and community wellbeing and identifying action that supports global and local wellbeing
- understanding the paradoxical nature of globalisation—the positive benefits and the potential tensions between national, regional and global interests and identities
- synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments
- fostering partnerships with employers, schools, local communities and agencies.

4. THINKING: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:

- developing metacognitive awareness, and actively processing complex and competing sets of information
- extending the complexity of connections among ideas in technological, social, economic, political and cultural environments
- generating new personal understandings and knowledge, recognising opportunities and experimenting creatively to achieve innovative 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 its technologies, including:

- receiving and sharing meaning through a range of increasingly complex and extended modes of communication in formal and informal contexts
- communicating abstract ideas and concepts
- developing arguments; understanding position, bias, alternative meanings
- increasing metalinguistic* awareness and use
- understanding the relationship between language and power
- communicating powerfully and persuasively in a range of contexts.

* The investigation of the relations between language and its cultural context.

(b) VET National Training Packages

This curriculum is defined by National Training Packages. These packages state the knowledge and skills required by industry for a person to be competent in the workplace.

In the provision of VET courses for students, teachers will provide for the development of the Essential Learnings.

(c) Other Year 12 Level Curriculum

This includes other Year 12 level curriculum approved for certification by the appropriate authority under the Australian Qualifications Framework or equivalent. In the provision of these courses for students, teachers will provide for the development of the Essential Learnings.

Strand: PLACE, SPACE AND ENVIRONMENT

Key Ideas:

Students critically analyse the relationships between interactions and flows of people, ideas, energy and resources. They experience the resultant patterns on a variety of scales and contexts, within an equity framework.

- Developing a sense of connectedness with other people and systems
- Reflecting on and taking action to shape local and global communities
- Understanding the paradoxical nature of globalisation
- Synthesising data and analysing trends to contribute to planning, organising and taking action for future social, ecological, economic and cultural environments
- Fostering partnerships with employers, schools, local communities and agencies.

4. THINKING:

- Developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions
- Developing metacognitive awareness
- Actively processing complex and competing sets of information
- Extending the complexity of connections among ideas in technological, social, economic, political and cultural environments
- Generating new personal understandings and knowledge
- Experimenting creatively to achieve innovative solutions.

5. COMMUNICATION:

- Developing knowledge, skills and dispositions required to construct and deconstruct meaning
- Critically understanding and using the power of communication and its technologies

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<table>
<thead>
<tr>
<th>Strand: SOCIETIES AND CULTURES cont</th>
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<tbody>
<tr>
<td><strong>Key Ideas:</strong></td>
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<tr>
<td>Students communicate and act upon their understanding of a range of cultural and societal practices, beliefs and values, and develop strategies to counter discrimination and stereotyping.</td>
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<td><em>F • In • T • C • KC1 • KC2 • KC6</em></td>
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<th>Strand: SOCIAL SYSTEMS</th>
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<tr>
<td><strong>Key Ideas:</strong></td>
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<tr>
<td>Students research the structure and operation of political, legal and economic systems in Australia and elsewhere to identify ways that particular groups or individuals are advantaged or disadvantaged. They develop strategies to effect change.</td>
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<tr>
<td><em>F • In • T • C • KC1 • KC6</em></td>
</tr>
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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.  
*In • T • C • KC1*

5.9 Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions.  
*Id • T • C • KC1 • KC2*

4.10 Analyses differences between political, legal and social systems and people’s rights and responsibilities, using personal and other examples.  
*In • T • KC2*

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*

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*

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*

5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.  
*F • In • T • KC1*

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*