

The AusVELS Curriculum

Domain	Civics and Citizenship, Communication, Design, Creativity and Technology, English, Health and Physical Education, Information and Communications Technology, Interpersonal Development, Languages, Mathematics, Personal Learning, Science, The Arts, The Humanities, The Humanities - Economics, The Humanities - Geography, The Humanities - History, Thinking Processes
Level	Foundation level, 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10
Dated	Wednesday, 16 May 2012





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Introduction to The Arts

The Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world. In every society the Arts play a pivotal role socially, economically and culturally. The Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinaesthetic and physical fields.

The Arts domain encompasses a diverse and ever-changing range of disciplines and forms that can be used to structure teaching and learning programs. The domain allows students to create and critically explore visual culture, performances in contemporary and traditional genres, and works that involve the fusion of traditional forms with digital media. Schools use the arts disciplines of Art, Dance, Drama, Media, Music and Visual Communication to plan programs. These programs reflect the cultural diversity of students and school communities and the vast growth in information and communications technology that has made arts forms increasingly visible. They recognise the multicultural world saturated with imagery, sounds and performances that students inhabit. Engagement in the Arts involves the inspired and passionate exploration of ideas and the resultant products and performances. By their very nature, the Arts nurture cultural understanding, invention, new directions and new technology. Imagination and creativity, pivotal to the Arts, are essential to our wellbeing because we create much of our world in order to enhance our experiences and understandings of the diverse perspectives that constitute our cultural heritage. For students, interaction through the Arts brings contact with the Indigenous cultures of Australia and the cultures of our nearest neighbours.

Learning in the Arts allows students to communicate their perceptions, observations and understanding of structures, functions and concepts drawn from other areas of the curriculum. The Arts are a vehicle for confronting and exploring new ideas. Through learning in the Arts, students prepare for their roles in a post-industrial economy that depends on innovative ideas, creative use of technologies and the development of new and blended forms. Arts learning expects ethical conduct in the creating, making, presenting and responding to arts works; for example, adherence to agreed approaches by individuals in a collaborative performance or acknowledgment of the use of other artists' products.

Learning in the Arts is sequential and students should have continuous experience in the different arts disciplines they undertake at a particular level. At Foundation Level and Levels 1, 2, 3 and 4 all students should experience learning in Performing Arts (Dance, Drama and Music) and Visual Arts (Art, including two-dimensional and three-dimensional, and Media) disciplines and forms. The arts disciplines may be offered by schools individually and/or in combination; for example, in a cross-disciplinary manner or using new arts forms that combine traditional arts disciplines. At Levels 5, 6, 7 and 8, the study of a range of arts disciplines broadens and deepens students' understanding of the Arts as an area of human activity and provides increased opportunities for personal expression and communication. All students should have continuous experience in at least two arts disciplines at each of these levels. At Level 6, learning programs should provide opportunities for students to continue sequential development of learning in the arts disciplines they have undertaken at Levels 4 and 5. Opportunities should also be provided for students to explore personal interests and develop skills, knowledge and understanding relevant to specific arts forms and disciplines in increasingly sophisticated ways.

At all levels, learning programs in the arts disciplines should provide opportunities for students to experience a range of traditional, contemporary (including digital) and new media/multi-disciplinary forms and genres.

Approaches to The Arts

This section provides advice about approaches for using Art, Dance, Drama, Media, Music or Visual Communication to implement standards for The Arts. The advice draws on diverse approaches to teaching and learning and can be adapted to suit preferred pedagogies or available resources. Specialist and generalist teachers can use the advice individually or in teams for planning and auditing.

Teachers can adapt these examples by using stimulus material or repertoire suitable for their students.

For each level there is a downloadable PDF, with ideas and examples for:

- learning programs
- assessment tasks
- links with other domains.

The Arts (Art)

[The Arts \(Art\) AusVELS Foundation ≡ VELS Level 1](#)

[The Arts \(Art\) AusVELS levels 1 & 2 ≡ VELS Level 2](#)

[The Arts \(Art\) AusVELS levels 3 & 4 ≡ VELS Level 3](#)

[The Arts \(Art\) AusVELS levels 5 & 6 ≡ VELS Level 4](#)

[The Arts \(Art\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)

[The Arts \(Art\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

The Arts (Dance)

[The Arts \(Dance\) AusVELS Foundation ≡ VELS Level 1](#)

[The Arts \(Dance\) AusVELS levels 1 & 2 ≡ VELS Level 2](#)

[The Arts \(Dance\) AusVELS levels 3 & 4 ≡ VELS Level 3](#)

[The Arts \(Dance\) AusVELS levels 5 & 6 ≡ VELS Level 4](#)

[The Arts \(Dance\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)

[The Arts \(Dance\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

The Arts (Drama)

[The Arts \(Drama\) AusVELS Foundation ≡ VELS Level 1](#)

[The Arts \(Drama\) AusVELS levels 1 & 2 ≡ VELS Level 2](#)

[The Arts \(Drama\) AusVELS levels 3 & 4 ≡ VELS Level 3](#)

[The Arts \(Drama\) AusVELS levels 5 & 6 ≡ VELS Level 4](#)

[The Arts \(Drama\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)

[The Arts \(Drama\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

The Arts (Media)

- [The Arts \(Media\) AusVELS Foundation ≡ VELS Level 1](#)
- [The Arts \(Media\) AusVELS levels 1 & 2 ≡ VELS Level 2](#)
- [The Arts \(Media\) AusVELS levels 3 & 4 ≡ VELS Level 3](#)
- [The Arts \(Media\) AusVELS levels 5 & 6 ≡ VELS Level 4](#)
- [The Arts \(Media\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)
- [The Arts \(Media\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

The Arts (Music)

- [The Arts \(Music\) AusVELS Foundation ≡ VELS Level 1](#)
- [The Arts \(Music\) AusVELS levels 1 & 2 ≡ VELS Level 2](#)
- [The Arts \(Music\) AusVELS levels 3 & 4 ≡ VELS Level 3](#)
- [The Arts \(Music\) AusVELS levels 5 & 6 ≡ VELS Level 4](#)
- [The Arts \(Music\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)
- [The Arts \(Music\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

The Arts (Visual Communication)

- [The Arts \(Visual Communication\) AusVELS levels 7 & 8 ≡ VELS Level 5](#)
- [The Arts \(Visual Communication\) AusVELS levels 9 & 10 ≡ VELS Level 6](#)

Structure of The Arts domain

The Arts domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)). Each level includes a learning focus statement and a set of standards. A glossary is included which provides definitions of or information about underlined terms.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities. Advice regarding the range of arts disciplines that students should experience is included as an introduction to each learning focus statement.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Arts, standards for assessing and reporting on student achievement apply from Foundation Level.

Dimensions

Standards in the Arts domain are organised in two dimensions:

- **Creating and making**
- **Exploring and responding.**

Standards for the **Exploring and responding** dimension are introduced from Level 4.

The frames of reference – interpreting, responding, performing, presenting, ideas, skills, techniques, processes, context, aesthetics and criticism – are integral to both dimensions as **Exploring and responding** draws on students' experiences as creators, makers, performers and/or audience.

Creating and making

The **Creating and making** dimension focuses on ideas, skills, techniques, processes, performances and presentations. It includes engagement in concepts that emerge from a range of starting points and stimuli. Students explore experiences, ideas, feelings and understandings through making, interpreting, performing, creating and presenting. Creating and making arts works involves imagination and experimentation; planning; the application of arts elements, principles and/or conventions; skills, techniques and processes; media, materials, equipment and technologies; reflection; and refinement. Individually and collaboratively, students explore their own works and works by other artists working in different historic and cultural contexts.

Exploring and responding

The **Exploring and responding** dimension focuses on context, interpreting and responding, criticism and aesthetics. It involves students analysing and developing understanding about their own and other people's work and expressing personal and informed judgments of arts works. Involvement in evaluating meaning, ideas and/or content in finished products is integral to engagement in the Arts.

Exploration of, and response to, expressive qualities of arts works is informed by critical analysis of the use of elements, content and techniques and discussion about the nature, content, and formal, aesthetic and/or kinaesthetic qualities of arts works. Exploring the qualities of arts works involves use of arts language and also draws on research into the purposes and functions for which the works are created and audiences to whom they are presented. This involves students developing an understanding of social, cultural, political, economic and historic contexts and constructs, and developing a consideration of ways that arts works reflect, construct, reinforce and challenge personal, societal and cultural values and beliefs.

Stages of Learning in The Arts

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Arts domain.

Essential learning in the arts involves sequential and in-depth learning. During their schooling students develop knowledge and skills in arts disciplines and forms, increase their ability to explore, manipulate and apply these skills in different combinations and contexts in order to realise their own ideas and better understand the techniques, products and performances of others.

Today's students see images, products and performances that have been created by artists working both independently and in collaboration with other practitioners. 'New media' arts and arts works in multidisciplinary forms require new ways of thinking in and about the arts. Inquiry models in which students examine cultural, social and conceptual meanings provide the learning elements necessary for exploring the multiplicity of interpretative frames.

Across Foundation to 10, students should have access to arts learning that stimulates, develops and refines cognitive, affective, creative, technical, aesthetic and kinaesthetic skills. This has been shown to aid the development of flexible thinkers who can examine and manipulate ideas, products, concepts and possibilities.

Foundation to Level 4 – Laying the foundations

From Foundation to Level 4, students begin to explore content and contexts relating to specific arts disciplines as well as creative, aesthetic and kinaesthetic perspectives. In these levels they focus on making and inquiring. New multimedia approaches to the arts offer a model for cross- and interdisciplinary practical activities suited to these levels.

At this stage, students' observations are primarily concrete and students use their perceptions and realities as their inquiry framework. It is important to offer opportunities for students to reflect on, monitor and plan their thinking and making. Arts learning, where good thinking dispositions are modelled, valued and supported, assists the bridging of thinking from the concrete to abstract dimensions. Students should be able to explain something new after a discussion or practical exploratory session, and talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. Students begin to recognise, appreciate and value ways that others think, act and solve problems differently.

Students use a broad range of traditional, 'new media' and multidisciplinary forms and materials to improvise, design and make works in many two-dimensional, three-dimensional, digital and performance forms. Through making works that select and combine arts elements, principles and conventions, students develop a range of cognitive, motor, cross-discipline and discipline-specific techniques and understandings.

Levels 5 to 8 – Building breadth and depth

During Levels 5 to 8 students broaden and deepen their understanding of arts disciplines as an area of human activity across cultural, historical, and technical traditions. They are usually engaged by, and respond with enthusiasm to, social and experiential learning that provides opportunities to explore aesthetic qualities. Such engagement fosters personal expression, critical and creative thinking, and communication skills.

As they progress through this stage of learning, students increasingly understand the advantages of using a range of problem-solving strategies when considering options to make considered choices about arts ideas and ways of communicating meanings and messages. They develop awareness of the role that emotions, motivation, technical skills and beliefs play in exploration and production, and can describe how others in their society and other cultures have different perspectives, values and solutions to problems. Arts learning at this stage should provide opportunities for students to plan, monitor, analyse and evaluate their perceptions, ideas and solutions through reflecting on the effectiveness of their thinking strategies and output, and how they might make productive changes.

Students are beginning to adopt a critical and analytic stance. They can make connections between traditional, experimental, technological and contemporary arts forms – developing an understanding of the elements, principles, conventions and processes that may be applied in a range of contexts. Classroom activities should be creatively and cognitively demanding and build on the intensity of student interest in experiences.

Levels 9 to 10 – Developing pathways

In these levels students increasingly specialise in arts forms and disciplines of interest to them. They are aware that 'new media', multidisciplinary and multimodal forms, with their notions of appropriation and connectivity, exist alongside traditional forms whose techniques need to be mastered.

Students develop independent ways of learning in and through the arts. Their involvement in arts learning may have a vocational focus or may involve developing understanding of ways arts forms and concepts impact on industries and other situations where visual, sonic and electronic cues form the basis of human interaction with machines. They explore and analyse the aesthetic qualities and contexts of other arts works and are able to explain the role of the arts in their own and other social, historical and cultural contexts. They become aware of the need to adopt a critical and analytic approach to meaning and message. Their emotional reactions to images, products and performances are enhanced by critical skills as insights and comparisons are explored, and social and universal concerns are combined with the exploration of individual and personal values.

Arts learning at this stage should involve student reflection on the processes they undertake and making judgments about both quality and use of relevant criteria for exploring and manipulating media, technologies, material and personal space. Students select and manipulate skills, tools, techniques and processes from across the curriculum and within specific arts disciplines to communicate ideas, concepts and feelings.

Students are involved in every aspect of the making and presentation of arts images, products and performances, working both individually and collaboratively. They model the practices of professional artists, experiencing and experimenting with innovative ways of using arts elements, principles and processes. This might involve developing creative ways of using vision and sound, experimenting with arts forms that combine traditional and digital media, and reflecting the transitory nature of contemporary arts performances and products.

At this stage, students should be making informed personal choices by applying thinking strategies, aesthetic awareness, meaningful use of language, 'possibility' thinking and the use of knowledge to arrive at original ideas by linking unrelated ideas and concepts.

Foundation level

Learning Focus

As students work towards the achievement of Foundation Level standards in the Arts, they make performing and visual arts works that express and communicate experiences, observations, ideas and feelings about themselves and their world. With guidance, they make arts works in traditional and contemporary (including digital) arts forms in response to stimuli drawn from sources such as play, problem solving, imagination, observation, incursions and excursions. Students' natural tendency to discover possibilities and limitations is encouraged through exploring different ways of using performing and visual arts elements, principles and/or conventions, skills, techniques and processes, media, materials and technologies.

For example, students could:

- in Art, use a range of mark making tools to explore as many ways as possible to apply wet and dry media
- in Dance (after the safe dance practice of a warm up for the body), communicate the idea of a leaf in the wind by using movements to shift body weight in different ways
- in Drama, communicate a character's feelings at different points in a story through facial expression, gesture and other non-vocal language
- in Media, make and record sound effects to accompany a story book they have created
- in Music, use body percussion, found and made percussion instruments and their voices to create a soundscape about changes in the weather.

As part of their arts making, students talk about ways in which the Arts are part of their personal experience, as well as cultural and social events in their community. They discuss and express opinions about arts ideas they are exploring and works they are creating and, with guidance, begin to use arts language to describe features of their own and others' arts works. They learn about ways of making personal responses to arts works based on sensory perception, and consider ways that they and others can be both makers and audience.

Standards

Creating and making

At Foundation Level, students make and share performing and visual arts works that communicate observations, personal ideas, feelings and experiences. They explore and, with guidance, use a variety of arts elements (on their own or in combination), skills, techniques and processes, media, materials, equipment and technologies in a range of arts forms. They talk about aspects of their own arts works, and arts works and events in their community.

In the Arts, standards for the **Exploring and responding** dimension are introduced at Level 3.

Level 1

Learning Focus

As students work towards the achievement of Level 1 standards in the Arts, they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working. They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms, media, materials, equipment and technologies; for example, they plan and explore ideas in a visual diary or keep an electronic journal with digital records of presentations. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students could present arts works that combine arts disciplines such as a shadow puppet play featuring puppets and a soundtrack the students have designed and created or arts works from individual arts disciplines. For example, students could:

- in Art, hang a display on tree branches made up of three-dimensional, oddly shaped imaginary creatures, each with two sides to its personality, created to show skills in selecting and making choices about use of a range of media and materials
- in Dance, use the whole body or body parts to improvise movements matching sounds or the movement characteristics of particular animals
- explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story
- in Media, create a storyboard depicting their alternative ending for a popular film then discussing these in class
- in Music, combine sounds made by a range of noise making toys with body percussion to accompany a learned song.

Students respond to arts works to gain experience in identifying personal preferences, reflecting on features that might influence their own arts works, and recognising similarities and differences between works from different cultures and times. In discussions about and responses to their own and other people's arts works, they begin to use arts language to identify characteristics such as similarities and differences. They learn about places where arts works can be found and how arts works can be designed and made to fulfil particular individual and community needs.

Further examples of arts discipline-specific learning approaches for Level 1 will be published soon.

Standards

Creating and making

At Level 1, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

In the Arts, standards for the **Exploring and responding** dimension are introduced at Level 3.

Level 2

Learning Focus

As students work towards the achievement of Level 2 standards in the Arts, they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined. They begin to select, arrange and make choices about ways of using arts elements, principles and/or conventions from individual arts disciplines as they investigate the use of skills, techniques, processes, media, materials, equipment and technologies relevant to the arts disciplines in which they are working. They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms, media, materials, equipment and technologies; for example, they plan and explore ideas in a visual diary or keep an electronic journal with digital records of presentations. Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes. Students could present arts works that combine arts disciplines such as a shadow puppet play featuring puppets and a soundtrack the students have designed and created or arts works from individual arts disciplines. For example, students could:

- in Art, hang a display on tree branches made up of three-dimensional, oddly shaped imaginary creatures, each with two sides to its personality, created to show skills in selecting and making choices about use of a range of media and materials
- in Dance, use the whole body or body parts to improvise movements matching sounds or the movement characteristics of particular animals
- explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story
- in Media, create a storyboard depicting their alternative ending for a popular film then discussing these in class
- in Music, combine sounds made by a range of noise making toys with body percussion to accompany a learned song.

Students respond to arts works to gain experience in identifying personal preferences, reflecting on features that might influence their own arts works, and recognising similarities and differences between works from different cultures and times. In discussions about and responses to their own and other people's arts works, they begin to use arts language to identify characteristics such as similarities and differences. They learn about places where arts works can be found and how arts works can be designed and made to fulfil particular individual and community needs.

Standards

Creating and making

At Level 2, students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. They demonstrate an emerging ability to select, arrange and make choices about expressive ways of using arts elements, principles and/or conventions. They use skills, techniques, processes, media, materials, equipment and technologies in a range of arts forms. They identify, describe and discuss characteristics of their own and others' arts works.

In the Arts, standards for the **Exploring and responding** dimension are introduced at Level 3.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in the Arts, they apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Through the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional), both individually and in combination, they communicate ideas, observations and feelings using a range of media, materials, equipment and technologies to make arts works; for example, a class presentation could feature the performance of a song from another culture in combination with a traditional dance and/or accompanied by a slide-show presentation featuring paintings and carvings which explore the theme of the song.

Students select, combine and experiment with ways of using a range of arts elements, principles and/or conventions, skills, techniques and processes, to explore arts ideas sourced from their imagination and from their own and other cultures. With guidance they record the development of ideas; for example, in a visual diary or a digital (audio or screen) journal with records of rehearsals and conversations about the ideas/work they are developing. Students consider the purpose and audience of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. For example:

- in Art, students look at and talk about examples of weaving from various cultures, then explore the potential of weaving techniques and processes to create pattern, repetition and contrast using a range of media
- in Dance, students create a movement sequence based on ideas and feelings suggested by one or more images viewed in class, then modify their work in response to feedback from other students in the class
- in Drama, students discuss the possibilities of communicating without words then create tableaux based on image/s, to suggest what may have happened before and after what is depicted in the image/s
- in Media, students plan, record and edit an interview with someone of interest (or curiosity) to them, then present their work and discuss ideas about it in class
- in Music, with a journey to an imaginary world in mind, students create sound pictures that show variation in rhythmic patterns and contrasts in pitch and duration.

As they explore and respond to their own and others' arts works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Using appropriate arts language they begin to identify and describe ways they and others use specific elements, principles and/or conventions, skills, techniques and processes and discuss how ideas, feelings and purpose are conveyed. They reflect on their own and other people's arts works and ideas, identifying key features of works and performances from their own and other cultures, and discuss the function of the Arts in their community.

Further examples of arts discipline-specific learning approaches for Level 3 will be published soon.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in the Arts, they apply and develop their arts knowledge by exploring arts processes and ways to communicate concepts arising from their personal experiences and from the world around them. Through the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional), both individually and in combination, they communicate ideas, observations and feelings using a range of media, materials, equipment and technologies to make arts works; for example, a class presentation could feature the performance of a song from another culture in combination with a traditional dance and/or accompanied by a slide-show presentation featuring paintings and carvings which explore the theme of the song.

Students select, combine and experiment with ways of using a range of arts elements, principles and/or conventions, skills, techniques and processes, to explore arts ideas sourced from their imagination and from their own and other cultures. With guidance they record the development of ideas; for example, in a visual diary or a digital (audio or screen) journal with records of rehearsals and conversations about the ideas/work they are developing. Students consider the purpose and audience of their arts works as they experiment with various ways of presenting works in a range of arts forms, and begin to evaluate and refine their work in response to feedback. For example:

- in Art, students look at and talk about examples of weaving from various cultures, then explore the potential of weaving techniques and processes to create pattern, repetition and contrast using a range of media
- in Dance, students create a movement sequence based on ideas and feelings suggested by one or more images viewed in class, then modify their work in response to feedback from other students in the class
- in Drama, students discuss the possibilities of communicating without words then create tableaux based on image/s, to suggest what may have happened before and after what is depicted in the image/s
- in Media, students plan, record and edit an interview with someone of interest (or curiosity) to them, then present their work and discuss ideas about it in class
- in Music, with a journey to an imaginary world in mind, students create sound pictures that show variation in rhythmic patterns and contrasts in pitch and duration.

As they explore and respond to their own and others' arts works, students develop skills, techniques and processes for expressing emotions and ideas, and signifying purpose. Using appropriate arts language they begin to identify and describe ways they and others use specific elements, principles and/or conventions, skills, techniques and processes and discuss how ideas, feelings and purpose are conveyed. They reflect on their own and other people's arts works and ideas, identifying key features of works and performances from their own and other cultures, and discuss the function of the Arts in their community.

Standards

Creating and making

At Level 4, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

Exploring and responding

The Arts

At Level 4, students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in the Arts, they investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional) individually and in combination. They learn about ways to design, improvise, represent, interpret, make and present arts works that communicate feelings and their interests and understanding of themselves, their relationships and other people. For example:

- in Dance, students mirror the movements of a partner and then perform the same movements expressing contrasting emotions
- in Drama, students role-play situations and events, sustaining role/character throughout their group or solo performance.

They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles and/or conventions to explore the potential of ideas, gaining inspiration from a broad range of sources, including arts works from different cultures, styles and historical contexts. For example:

- in Art, students view and discuss examples of portraits by artists from different cultural contexts, then using mixed media, they create a work using techniques from a culture that is not their own
- in Music, students listen to and discuss the mood created in selected advertisement jingles or sound tracks for a cartoon or a theme for a movie character, then using a variety of sound sources and a range of sounds they create two arrangements of group-devised music to convey two different moods.

Students research, improvise, practise and rehearse skills, techniques and processes, using a range of media, materials, equipment and technologies. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. They also record the refining of specific aspects of the work when ideas or attempts are not realising their intended purpose. Students learn to evaluate their own and other people's arts works showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements, principles and/or conventions. They independently and collaboratively explore and experiment with different ways of presenting arts works and consider appropriateness of presentation for intended audience. Through exploring and responding, students begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people's arts works. They begin to research, and with guidance, analyse arts works to interpret and compare key features, symbols and cultural characteristics of arts works in a range of contemporary and traditional forms from different historic, social and cultural contexts. For example:

- in Media, students research media texts focusing on the use of a range of media technologies in the production and presentation of news in different historical contexts, and then create a real or imagined news item for their school community by working collaboratively from pre-production to post-production and presentation of the news item.

They begin to reflect on their responses to other people's works and consider other's perspectives when discussing arts works.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in the Arts, they investigate a range of traditional and contemporary arts forms, styles, media, materials, equipment and technologies in the arts disciplines of Dance, Drama, Media, Music and Visual Arts – Art (two-dimensional and three-dimensional) individually and in combination. They learn about ways to design, improvise, represent, interpret, make and present arts works that communicate feelings and their interests and understanding of themselves, their relationships and other people. For example:

- in Dance, students mirror the movements of a partner and then perform the same movements expressing contrasting emotions
- in Drama, students role-play situations and events, sustaining role/character throughout their group or solo performance.

They experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles and/or conventions to explore the potential of ideas, gaining inspiration from a broad range of sources, including arts works from different cultures, styles and historical contexts. For example:

- in Art, students view and discuss examples of portraits by artists from different cultural contexts, then using mixed media, they create a work using techniques from a culture that is not their own
- in Music, students listen to and discuss the mood created in selected advertisement jingles or sound tracks for a cartoon or a theme for a movie character, then using a variety of sound sources and a range of sounds they create two arrangements of group-devised music to convey two different moods.

Students research, improvise, practise and rehearse skills, techniques and processes, using a range of media, materials, equipment and technologies. With some guidance, they maintain a record of their planning and development (for example, in a visual diary or multimedia journal) noting when they are achieving their aim. They also record the refining of specific aspects of the work when ideas or attempts are not realising their intended purpose. Students learn to evaluate their own and other people's arts works showing some understanding of selected arts forms and their particular techniques and processes as well as an emerging understanding of the qualities of arts elements, principles and/or conventions. They independently and collaboratively explore and experiment with different ways of presenting arts works and consider appropriateness of presentation for intended audience. Through exploring and responding, students begin to develop a vocabulary of appropriate arts language they can use to describe and discuss the content and structural qualities of their own and other people's arts works. They begin to research, and with guidance, analyse arts works to interpret and compare key features, symbols and cultural characteristics of arts works in a range of contemporary and traditional forms from different historic, social and cultural contexts. For example:

- in Media, students research media texts focusing on the use of a range of media technologies in the production and presentation of news in different historical contexts, and then create a real or imagined news item for their school community by working collaboratively from pre-production to post-production and presentation of the news item.

They begin to reflect on their responses to other people's works and consider other's perspectives when discussing arts works.

Standards

Creating and making

At Level 6, students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts elements, principles and/or conventions in a range of arts disciplines and forms as they explore the potential of ideas. In their arts works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times. They evaluate the effectiveness of their arts works and make changes to realise intended aims. They consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences.

Exploring and responding

At Level 6, students discuss traditional and contemporary arts works using appropriate arts language to describe the content, structure and expressive qualities of their own and other people's works from a range of arts disciplines and forms. They interpret and compare key features of arts works made in a range of times, places and cultures. They identify and describe influences on their own works and discuss the purposes for which arts works are created in different historical and cultural contexts.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. For example:

- in Drama, students work as an ensemble to explore cultural diversity by sharing experiences and observations through improvisation and role-play about a familiar situation, maintaining a diary of personal reflections throughout their performance making
- in Art, following several lessons exploring line, tonal rendering, perspective and foreshortening as ways to represent and define form, students work from direct observation of people/places/objects and create the illusion of space and form on a two-dimensional surface.

Students explore different contemporary and traditional arts forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and, with guidance, an understanding of style when experimenting with, selecting and using a range of contemporary and traditional media, materials, equipment and technologies to explore and expand their understanding and use of a range of skills, techniques and processes in the arts disciplines of Art (two-dimensional and three-dimensional), Dance, Drama, Media, Music, and Visual Communication. For example:

- in Dance, students learn and present dance sequences from different cultures and styles.

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences. For example:

- in Media, students video or photograph two alternate interpretations of a short visual narrative, to present the story from the point of view of two characters, using variations in lighting, camera angle and shot types
- in Visual Communication, students explore the potential of symbols and cartoons and elements of shape, line and colour to fulfil a design brief.

Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They maintain a record of their exploration and development of ideas and problem solving processes; for example, in a visual diary, on video or in an electronic journal.

Students explore and respond to arts works from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other artists' intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of arts works. They develop skills in analysing, interpreting and evaluating specific expressive, technical and aesthetic qualities of their own and others' works. For example:

- in Music, they listen to and discuss excerpts from music that explores the aural aesthetics of musical representations of air and earth.

The Arts

Students develop their ability to listen to, reflect on and acknowledge others' perspectives when discussing their own and others' responses to arts works.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in the Arts, they use a range of starting points including observation, experience and research to represent, generate, develop and communicate real, imaginary and abstract ideas. For example:

- in Drama, students work as an ensemble to explore cultural diversity by sharing experiences and observations through improvisation and role-play about a familiar situation, maintaining a diary of personal reflections throughout their performance making
- in Art, following several lessons exploring line, tonal rendering, perspective and foreshortening as ways to represent and define form, students work from direct observation of people/places/objects and create the illusion of space and form on a two-dimensional surface.

Students explore different contemporary and traditional arts forms and styles to develop understanding of the concept of style. Students apply their arts knowledge and, with guidance, an understanding of style when experimenting with, selecting and using a range of contemporary and traditional media, materials, equipment and technologies to explore and expand their understanding and use of a range of skills, techniques and processes in the arts disciplines of Art (two-dimensional and three-dimensional), Dance, Drama, Media, Music, and Visual Communication. For example:

- in Dance, students learn and present dance sequences from different cultures and styles.

Students work both independently and collaboratively to develop creative and effective ways of combining and manipulating arts elements, principles and/or conventions when designing, making and presenting arts works for particular purposes and audiences. For example:

- in Media, students video or photograph two alternate interpretations of a short visual narrative, to present the story from the point of view of two characters, using variations in lighting, camera angle and shot types
- in Visual Communication, students explore the potential of symbols and cartoons and elements of shape, line and colour to fulfil a design brief.

Students use processes of rehearsal, reflection and evaluation to develop skills in refining and shaping their works to effectively communicate their intended aims, and experiment with imaginative ways of creating solutions to set tasks. They maintain a record of their exploration and development of ideas and problem solving processes; for example, in a visual diary, on video or in an electronic journal.

Students explore and respond to arts works from a range of styles, forms, times, traditions and cultures. They use research to inform their concept of style and apply their observation skills when describing, comparing and analysing arts works. Students use appropriate arts language when discussing their own and other artists' intentions and expressive use of arts forms, elements, principles and/or conventions and when describing, analysing and interpreting the content and meaning of arts works. They develop skills in analysing, interpreting and evaluating specific expressive, technical and aesthetic qualities of their own and others' works. For example:

- in Music, they listen to and discuss excerpts from music that explores the aural aesthetics of musical representations of air and earth.

Students develop their ability to listen to, reflect on and acknowledge others' perspectives when discussing their own and others' responses to arts works.

Standards

Creating and making

At Level 8, students, independently and collaboratively, plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. They generate and develop ideas that explore particular concepts, techniques and issues when making arts works. They combine and manipulate arts elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks. They maintain a record of the creating and making of their arts works and explain their decisions about how they present arts works for specific purposes and audiences.

Exploring and responding

At Level 8, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies. They compare, analyse, evaluate, and interpret the content, meaning and qualities in arts works created in different social, cultural and historical contexts, offering informed responses and opinions and using appropriate arts language. They describe aspects and requirements of different forms, audiences and traditions, and identify ways that contemporary arts works, including their own, are influenced by cultural and historical contexts. They use appropriate arts language.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in the Arts, they design, make and present arts works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts. For example:

- in Music, in response to learning and performing songs, that reflect the 'human spirit' students, individually or collaboratively, compose and using conventional or unconventional notation, write down, then present their musical response to an issue holding personal interest for them.

Students consider others' perspectives when seeking solutions and contributing to collaborative arts tasks. For example:

- in Art, students research installation artists who use natural settings as their gallery, then collaboratively design and present an Installation art work that uses found forms and works in harmony with the selected site.

Students begin to develop a personal style and become more independent in their approach to exploring, developing and refining arts works. For example:

- in Dance, students individually develop their own dance sequence and teach it to others, then, working collaboratively, they combine the sequences and present as one work.

Within and across specific arts disciplines and arts forms, students experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes and a variety of media, materials, equipment and technologies drawn from a range of contexts. For example:

- in Visual Communication, students develop a website home page for a fictitious organisation.

Students consider the purpose and presentation context when they prepare and present arts works to different audiences. For example:

- in Drama, students devise, rehearse, and design an ensemble performance. They construct sets, costumes and props suitable for a selected performance space, and present the performances.

Students use evaluation and reflection on their arts experiences to improve the making and presenting of their arts works. They maintain a record of their exploration, development and refining of ideas, use of elements and principles and/or conventions and application of techniques and processes when making and presenting their arts works.

When exploring and responding, students focus on the development of knowledge and understanding of key concepts, techniques, processes and practices associated with particular arts forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of arts works from different social, historical and cultural contexts. They compare arts works to consider similarities and differences in the styles, themes, intentions and aesthetic qualities of works by particular artists and arts works made at a particular time within specific cultural contexts. They develop skills in presenting and justifying personal interpretations of, and opinions about, arts works using appropriate arts language. They investigate and discuss the contribution of the arts to society and other disciplines, such as Mathematics and History, focusing on ways contemporary, and traditional arts disciplines, forms and works reinforce and challenge social, cultural, personal and artistic practices and values. For example:

- in Media, students research issues related to 'body image' and the visual media's role in the construction of the 'ideal body form', then they identify, analyse and discuss images found in popular magazines that contribute to 'body image' issues.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in the Arts, they design, make and present arts works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts. For example:

- in Music, in response to learning and performing songs, that reflect the 'human spirit' students, individually or collaboratively, compose and using conventional or unconventional notation, write down, then present their musical response to an issue holding personal interest for them.

Students consider others' perspectives when seeking solutions and contributing to collaborative arts tasks. For example:

- in Art, students research installation artists who use natural settings as their gallery, then collaboratively design and present an Installation art work that uses found forms and works in harmony with the selected site.

Students begin to develop a personal style and become more independent in their approach to exploring, developing and refining arts works. For example:

- in Dance, students individually develop their own dance sequence and teach it to others, then, working collaboratively, they combine the sequences and present as one work.

Within and across specific arts disciplines and arts forms, students experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes and a variety of media, materials, equipment and technologies drawn from a range of contexts. For example:

- in Visual Communication, students develop a website home page for a fictitious organisation.

Students consider the purpose and presentation context when they prepare and present arts works to different audiences. For example:

- in Drama, students devise, rehearse, and design an ensemble performance. They construct sets, costumes and props suitable for a selected performance space, and present the performances.

Students use evaluation and reflection on their arts experiences to improve the making and presenting of their arts works. They maintain a record of their exploration, development and refining of ideas, use of elements and principles and/or conventions and application of techniques and processes when making and presenting their arts works.

When exploring and responding, students focus on the development of knowledge and understanding of key concepts, techniques, processes and practices associated with particular arts forms. They develop aesthetic and critical awareness through observation, research, discussion and analysis of arts works from different social, historical and cultural contexts. They compare arts works to consider similarities and differences in the styles, themes, intentions and aesthetic qualities of works by particular artists and arts works made at a particular time within specific cultural contexts. They develop skills in presenting and justifying personal interpretations of, and opinions about, arts works using appropriate arts language. They investigate and discuss the contribution of the arts to society and other disciplines, such as Mathematics and History, focusing on ways contemporary, and traditional arts disciplines, forms and works reinforce and challenge social, cultural, personal and artistic practices and values. For example:

- in Media, students research issues related to 'body image' and the visual media's role in the construction of the 'ideal body form', then they identify, analyse and discuss images found in popular magazines that contribute to 'body image' issues.

Further examples of arts discipline-specific learning approaches for Level 10 will be published soon.

Standards

Creating and making

At Level 10, within and across areas of specialisation, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities. Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures. They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding

At Level 10, students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

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Introduction to Civics and Citizenship

The Civics and Citizenship domain provides students with knowledge, skills and opportunities to understand and practise what it means to be a citizen in a democracy. Citizens require knowledge and understanding of civic institutions and the skills and willingness to actively participate in society. They need knowledge of political and legal systems and processes and the history that underpins them in order to achieve civic understanding. They need to understand their rights and responsibilities as citizens, and democratic values and principles such as democratic decision making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This domain facilitates the practice of citizenship skills, the exploration and development of values and dispositions to support citizenship and the empowerment of informed decision making. Teaching of civics engages students in active interaction with the community.

In a world where people, environments, economics and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities. Through Civics and Citizenship, students develop an appreciation for the uniqueness and diversity of Australia's multicultural society and the efforts of individuals and groups to achieve political rights and equality. They value what it means to be an Australian and explore Australia's role in the global community. They consider human rights and social justice issues at local, national and global levels.

In Civics and Citizenship, students investigate how, in a democratic tradition, informed and diverse contributions and participation by citizens are important. They learn about, contest and enact the values that are important to be an engaged citizen within a community. They are provided with opportunities to investigate and participate in activities that support sustainable practices, social justice and underpin the future wellbeing of societies from a local to a global level. Civics and Citizenship provides a vehicle for students to challenge their own and others' views about Australian society and to formally participate in and practise activities and behaviours which involve democratic decision making.

Structure of the Civics and Citizenship domain

The Civics and Citizenship domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)). Each level includes a learning focus statement and, from Level 3, a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Civics and Citizenship, standards for assessing and reporting on student achievement apply from Level 3.

Dimensions

Standards in the Civics and Citizenship domain are organised in two dimensions:

- **Civic knowledge and understanding**

- **Community engagement.**

Civic knowledge and understanding

The **Civic knowledge and understanding** dimension focuses on the principles and practices that underpin civic institutions and civic life in communities and societies. Students explore concepts of democracy and the key features of Australian and other democracies. They develop knowledge and understanding of the origins and key features of the Australian political, government and legal systems. They develop understanding of the origins, uniqueness and diversity of Australia's multicultural society. They learn about the principles and values which underpin Australian democracy, such as equality before the law, freedom of speech, democratic representation, accountability of government, social justice and respect for others. They explore the elements of sustainability in local, national and global contexts. They learn about the contribution democracy has made to Australia's history and national identity and Australia's place in the world.

Community engagement

The **Community engagement** dimension focuses on the development of skills and behaviours students need to interact with the community and to engage with organisations and groups. Students participate in processes associated with citizenship such as decision making, voting and leadership, using their knowledge of rules and laws of governance, and concepts such as human rights and social justice. They think critically about their own values, rights and responsibilities and those of organisations and groups across a range of settings, and explore the diversity in society.

Students explore and consider different perspectives and articulate and justify their own opinions on local, national and global issues. They refine their own opinions, values and allegiances. They apply their knowledge and skills in a range of community-based activities.

Stages of learning in Civics and Citizenship

AusVELS take account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Civics and Citizenship domain.

In Civics and Citizenship students progressively develop knowledge, skills and behaviours which support the development of active and informed citizens with an understanding and appreciation of Australia's system of government and civic life, and the values which contribute to harmony in a diverse multicultural society. From Foundation to Level 4, this learning takes place in familiar contexts; students learn about their society through engagement at school and in the local area. In Levels 5 to 8 their learning takes place in broader contexts and they become increasingly aware of the complexities of society and able to link current issues and events to broad understandings, reflecting the development of more complex thinking. In Levels 9 to 10 students are increasingly focused on the world beyond school and increasingly explore issues in depth, develop critical and evaluation skills, and accept responsibility for their learning.

Foundation to Level 4 – Laying the foundations

Students in Foundation to Level 4 develop their learning about civics and citizenship in familiar contexts – home and family, school and local community. They are introduced to relevant skills, values and knowledge by exploring and developing understanding of familiar environments.

The family is the first learning environment for students and provides them with a sense of belonging, basic social skills and experiences, and learning about values such as respect, fairness and care for others – values which underpin a community. Family is also where students first learn about rules and responsibilities. The school provides an environment for them to build on their learning about belonging – to the communities of the school, the local community and the nation.

Students develop their social skills and understanding of norms and values through learning with others. They begin to note the similarities and differences between individuals and groups in the classroom, school and community, and to appreciate that different cultural, language and religious groups make up the Australian nation. They learn about the reasons for rules in classrooms and school games and sport, and learn to observe these rules in their everyday activities.

They begin to learn about the history of Australians and the traditions underpinning their democratic society through classroom and school celebrations and commemorations of special days such as Anzac Day. In these contexts they also learn about the symbols of our nation, such as the flag, the national anthem, the colours green and gold, and the Commonwealth coat of arms. They are supported to consider the values and meaning associated with these symbols.

Students investigate the roles and contributions of various individuals and groups in the community and nation, and the ways that they can participate in a community. They reflect and act on appropriate issues, such as recycling in the school, to practise citizenship.

Levels 5 to 8 – Building breadth and depth

Students in Levels 5 to 8 progressively develop greater cognitive ability and skills and become more complex thinkers. They are introduced to broader understandings of Australian democracy, including the establishment of the Australian nation and the origins of our political and legal systems. They begin to understand the structure of government through the activities of government that they are familiar with – in local, state, national contexts. They become increasingly aware of the complexity and diversity of Australian society and the groups that make up that society. They reflect on the values that are important to a democratic, multicultural society.

Students are increasingly independent, flexible and self-motivated, and can organise their thinking and understand processes such as research, critical thinking and problem solving. They are supported to research issues that are important to them, learning to frame their own investigations, reflect on their findings and report their conclusions. They learn that diversity of opinions, a variety of perspectives, and debate about issues are signs of a healthy democracy. They become increasingly aware of national events, environmental, social and political issues, and international events and crises. Through these they evaluate the role of the Australian government as a global citizen.

Students practise democratic skills and behaviours through actively shaping and contributing to their learning, their classrooms and school events and governance. They are given opportunities to practise democracy through experience of leadership in groups, classrooms and school events. They assume responsibilities for class and school activities, and are supported to contribute to the school community.

Levels 9 to 10 – Developing pathways

In these levels students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning.

Civics and Citizenship

Students are more focused on developing a critical understanding of contemporary Australian democracy through a study of democratic heritage, political and legal institutions. They use current political, legal, national and international issues as springboards for understanding and critical thinking about a range of concepts such as the rights and responsibilities of citizens, values that are important in a democracy, and the role of the Australian government as a global citizen. Students are increasingly attuned to the world beyond school, and local, national and international issues provide a means through which they understand and evaluate Australia's democracy.

Students explore ideas and issues in depth through research on issues important to them, their community and their nation. Through active investigation, they learn about and practise the skills and values required for democratic participation – including working with others, organising, solving problems, respecting other points of view, defining areas for investigation, collecting evidence, analysing data, thinking critically, presenting points of view based on evidence and evaluating the effectiveness of their work.

Students also engage in school, local and community activities and events in which they practise responsibility, decision making, planning, problem solving, cooperation with others, social skills and leadership. These could include: school-wide activities and events, level-level and school governance, community service, environmental programs in the local community, enterprise learning and involvement in local responses to national and international issues.

Foundation level

Learning Focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they begin to develop a sense of belonging to the school community. They are introduced to the idea of the classroom being a community and they learn about respect and concern for others and being fair. They learn about classroom rules and why they are needed. They begin to compare classroom and family rules and other rules that they know about such as those for games and sport. Students explore their responsibilities and rights and those of others in familiar contexts such as the family, the classroom, the school playground and local recreation areas.

Students learn about and celebrate special cultural, local, community and national days; for example, school sporting events and Clean Up Australia Day. They engage in school and cultural events in a responsible and active way.

Standards

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 1

Learning Focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong. They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.

Standards

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 2

Learning Focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they identify the range of groups to which they, their family members and their class belong. They begin to appreciate the similarities and differences between individuals and groups, including the language, cultural and religious groups which make up the Australian nation. They explore the roles, rights and responsibilities of various family and community members. They discover why groups and communities have rules, begin to question rules which they believe are unfair, and make suggestions about improving the rules within the community. They begin to appreciate the common values important to groups and individuals; for example, fairness, tolerance, understanding and respect.

Students begin to participate in a range of class and school activities such as recycling, taking responsibility for class resources, and marking local and national celebrations and commemorations. They explore the purpose and benefits of school, community and national events. Students investigate the ways individuals, families, groups and communities can work to improve their environment.

Standards

In Civics and Citizenship, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.

Students learn about some key events which contributed to the development of the Australian nation. They explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags, the Victorian flag, coats of arms, floral emblems, colours, flower, animal and bird emblems, the national anthem, Australia Day and the Queen's Birthday. They consider the meaning and values that are reflected in these celebrations and symbols. They consider what they value about Australia.

Students explore how and why people make decisions and identify places where people come together to discuss issues and make decisions. They know that voting is a key method for group decision making in a democracy. Students learn about the purpose of government and some familiar services provided by government, particularly at the local level such as pre-schools, libraries, recreational facilities and waste and recycling collections. They look at the roles of some leaders and representatives such as prime minister, premier and mayor.

Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

They explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.

Students engage in democratic processes to plan and carry out activities and events at the school or in the local community. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Civics and Citizenship, they build on their understanding of Australian society and investigate some of the different cultural groups, including Aboriginal and Torres Strait Islander (ATSI) communities, that make up the Australian community. They learn about the contributions that people from diverse groups have made to many aspects of the Australian way of life. This includes contributions to the arts, industry, medicine and science, as well as to other aspects of their life including food, festivals and sporting events. They explore the ways that Australians are connected to other regional and global communities.

Students learn about some key events which contributed to the development of the Australian nation. They explore symbols and celebrations of Australia's and Victoria's past and present; for example, the Australian national flag, the ATSI flags, the Victorian flag, coats of arms, floral emblems, colours, flower, animal and bird emblems, the national anthem, Australia Day and the Queen's Birthday. They consider the meaning and values that are reflected in these celebrations and symbols. They consider what they value about Australia.

Students explore how and why people make decisions and identify places where people come together to discuss issues and make decisions. They know that voting is a key method for group decision making in a democracy. Students learn about the purpose of government and some familiar services provided by government, particularly at the local level such as pre-schools, libraries, recreational facilities and waste and recycling collections. They look at the roles of some leaders and representatives such as prime minister, premier and mayor.

Students learn about the different types of groups in the community and their functions; for example, school groups and local volunteer groups such as charitable and environmental organisations. From their research, they develop knowledge about their community and environment, and a sense that individuals' contributions can care for and improve the environment, their own lives and the lives of others.

They explore the differences between rules and laws, why we have them, what role they serve, and how they can be changed. They contribute to the development and support of classroom rules. They develop an understanding of the qualities of good laws, the importance of laws applying equally to everyone in a democracy, and the ways that laws are made.

Students engage in democratic processes to plan and carry out activities and events at the school or in the local community. They participate in community, school- and/or home-based projects designed to protect and care for the natural and built environment and promote the sustainable management of resources that they use; for example, by reducing, reusing and recycling paper and plastics, reducing use of fossil fuel by walking or cycling to school, reducing water consumption, and contributing to community events.

Standards

Civic knowledge and understanding

At Level 4, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community. They sequence and describe some key events in Australia's democratic history. They describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations. They describe the purpose of government, some familiar government services and the roles of some leaders and representatives. They explain the difference between rules and laws and describe the qualities of a good law. They explain why protection and care for the natural and built environment is important.

Community engagement

At Level 4, students contribute to the development and support of class rules and participate in school celebrations and commemorations of important events. They describe some of the roles and purposes of groups in the community. They work with other students to identify a local issue and plan possible actions to achieve a desired outcome. They describe the benefits of action at the local level and the democratic aspects of the process. They participate in activities to protect and care for the natural and built environment.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Civics and Citizenship, they learn about the origins and establishment of the Australian nation at Federation. They examine the nature of the Australian federal system of governance that developed. They consider the effects of Australian federation on the democratic rights of different groups of people such as Aboriginal and Torres Strait Islander (ATSI) people, women and non-British migrants.

Students learn about the three levels of government in Australia and investigate examples of the functions and services of these governments such as currency, defence, education, health, parks and libraries. They examine other features of Australian democracy; for example, the role of government in representing the people, the key tasks of a member of parliament or councillor, how parliament makes laws and the importance of voting. They learn about the values of democracy, and the rights and responsibilities of citizenship.

They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity. They consider the values important in a multicultural society such as respect and tolerance.

Students learn about the processes of making and changing laws and the role of the courts and police. They consider important principles such as the independence of the judiciary, equality before the law, and the presumption of innocence. They compare Australian legal processes with those of other cultures, such as those of ATSI communities. Students understand that when Australians travel overseas, the laws of other countries apply to them.

Students understand the ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions and movements, including issues of sustainability. They investigate the social and political links between Australia and other countries in the Asia-Pacific region and explore global developments and their potential impact on Australia. They understand that protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change.

Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s.

Students explore ways in which they can actively participate in their school and community. They investigate the qualities of leadership through past and present examples. They are provided with opportunities to participate in school events and experience class and school leadership roles and their responsibilities.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Civics and Citizenship, they learn about the origins and establishment of the Australian nation at Federation. They examine the nature of the Australian federal system of governance that developed. They consider the effects of Australian federation on the democratic rights of different groups of people such as Aboriginal and Torres Strait Islander (ATSI) people, women and non-British migrants.

Students learn about the three levels of government in Australia and investigate examples of the functions and services of these governments such as currency, defence, education, health, parks and libraries. They examine other features of Australian democracy; for example, the role of government in representing the people, the key tasks of a member of parliament or councillor, how parliament makes laws and the importance of voting. They learn about the values of democracy, and the rights and responsibilities of citizenship.

They consider the experiences of diverse cultural groups, including ATSI communities, and their contributions to Australian identity. They consider the values important in a multicultural society such as respect and tolerance.

Students learn about the processes of making and changing laws and the role of the courts and police. They consider important principles such as the independence of the judiciary, equality before the law, and the presumption of innocence. They compare Australian legal processes with those of other cultures, such as those of ATSI communities. Students understand that when Australians travel overseas, the laws of other countries apply to them.

Students understand the ways in which Australian citizens are influenced by and can influence local, state, national, regional and global decisions and movements, including issues of sustainability. They investigate the social and political links between Australia and other countries in the Asia-Pacific region and explore global developments and their potential impact on Australia. They understand that protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change.

Students research an issue, or issues using a range of resources including electronic media. These could include current local, national and global issues; for example, natural disasters and human rights issues. They consider actual and possible actions by citizens and nations in response to the issue/s.

Students explore ways in which they can actively participate in their school and community. They investigate the qualities of leadership through past and present examples. They are provided with opportunities to participate in school events and experience class and school leadership roles and their responsibilities.

Standards

Civic knowledge and understanding

At Level 6, students describe the nature of Australia's democracy that developed as a result of Federation. They describe the three levels of government and some of the key functions of each level. They explain the basic elements of Australia's federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law. They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Community engagement

At Level 6, students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Civics and Citizenship, they study the origins of democracy and various other types of government in an historical context. They learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They learn how Australian democracy developed from an autocracy to a modern democracy and the British foundations of Australian democracy.

Students learn about significant milestones in the development of Australian law, governance and rights. They explore the historical origins of some political rights, such as universal suffrage, secret ballot and payment of parliamentarians. They consider examples of the fight for political rights such as the Eureka movement, the eight-hour day and fair working conditions, Aboriginal and Torres Strait Islander rights and the vote for women. They look at the origins of Australian citizenship and how it can be acquired.

Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

Students consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.

Through historical and contemporary examples, including those from Australia, students are introduced to the values and qualities of leadership. Students are provided with opportunities to take on a variety of leadership roles. They develop skills required for active and informed citizenship and use these in class and community contexts. For example, they use cooperative decision making to design and evaluate a group project, seek a variety of opinions and use a voting method to determine the majority view about an issue.

Students examine the ways in which Australians are connected to other people in the Asia–Pacific region and around the world. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability. They explore ways in which countries work together to protect the environment.

Students interact with a variety of groups and organisations in civic and community events. With assistance, they seek opportunities to actively engage in school, local and community events. They research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions. These issues may be related to matters such as environmental sustainability, social justice and human rights and may have local, national and global significance.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Civics and Citizenship, they study the origins of democracy and various other types of government in an historical context. They learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They learn how Australian democracy developed from an autocracy to a modern democracy and the British foundations of Australian democracy.

Students learn about significant milestones in the development of Australian law, governance and rights. They explore the historical origins of some political rights, such as universal suffrage, secret ballot and payment of parliamentarians. They consider examples of the fight for political rights such as the Eureka movement, the eight-hour day and fair working conditions, Aboriginal and Torres Strait Islander rights and the vote for women. They look at the origins of Australian citizenship and how it can be acquired.

Students learn about key features of Australian democracy. They learn about the two houses of the Australian parliament and the ways that citizens are represented in the Senate and the House of Representatives. They compare the roles of federal and state parliaments. They learn about the general processes of elections in Australia. They consider the separate responsibilities of the three levels of government and the impact of each level on the daily lives of citizens. They develop understanding of aspects of political parties and their leaders, the role of the Australian Constitution, and the courts. They discuss examples in the media of people, laws, and issues concerning these features of democracy.

Students consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.

Through historical and contemporary examples, including those from Australia, students are introduced to the values and qualities of leadership. Students are provided with opportunities to take on a variety of leadership roles. They develop skills required for active and informed citizenship and use these in class and community contexts. For example, they use cooperative decision making to design and evaluate a group project, seek a variety of opinions and use a voting method to determine the majority view about an issue.

Students examine the ways in which Australians are connected to other people in the Asia–Pacific region and around the world. They explore the responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability. They explore ways in which countries work together to protect the environment.

Students interact with a variety of groups and organisations in civic and community events. With assistance, they seek opportunities to actively engage in school, local and community events. They research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions. These issues may be related to matters such as environmental sustainability, social justice and human rights and may have local, national and global significance.

Standards

Civic knowledge and understanding

At Level 8, students explain the origins and features of representative government. They identify significant developments in the governance and achievement of political rights in Australia. They explain key features of Australian Government including the responsibilities of the levels of government, the houses of parliament, political parties and the ways that citizens are represented, using some contemporary examples in their explanations. They describe the purposes of laws and the processes of creating and changing them. They identify and question the features and values of Australia's political and legal systems. They identify and discuss the qualities of leadership through historical and contemporary examples.

Community engagement

At Level 8, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems. They use democratic processes when working in groups on class and community projects. They participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Civics and Citizenship, they explore the development of Australia's democracy from Federation, the development of the Australian Constitution and the federal system of government. They investigate some historical and contemporary issues, such as the republican debate, the inclusion of a bill of rights in the Australian Constitution, the design of the Australian flag, Aboriginal and Torres Strait Islander (ATSI) recognition in the Australian Constitution, and the division of federal and state powers. They compare Australia's democracy with other democracies.

Students investigate the nature and history of the concept of human rights. They become aware of national and international legislation designed to protect those rights. They explore human rights issues at the national and international level, including an investigation of the human rights of ATSI communities and other groups within Australia.

They explore key elements of modern democracy, such as the origins, purposes, objectives and constituencies of political parties, and the characteristics and operation of the electoral system. Students consider the ways that these allow citizens to participate in governance and how well these elements support democratic principles and values. They consider other processes for influencing the views and actions of others; for example, through participation in organisations such as unions, environmental and other interest groups. They consider the role of the media in a democratic society and the importance of a free press.

Students explore Australia's multicultural society. They learn about the past and present policies of government in relation to ATSI people and immigration, and the values and beliefs which support a harmonious multicultural society. They explore the concept of Australian identity and the contributions of various cultural groups. They consider the development of Australian citizenship over time and reasons why people choose to become Australian citizens. They link their understanding of multiculturalism to contemporary issues, such as the global refugee problem and population growth.

Students evaluate the role of the Australian Government in the global community including Australia's role in the United Nations, through contexts such as government responses to environmental concerns such as global warming or other issues of environmental sustainability, natural disasters, peacekeeping operations, world poverty and national and global security issues.

Students explore the roles and responsibilities of state and Commonwealth courts and the High Court of Australia. They learn about the differences between different types of law including statute, common, ATSI and international law. They examine case studies of changes in the law such as Mabo, the Franklin Dam, or combating terror or other contemporary examples. They consider the views of individuals and groups in the community about the change and the effects of the change. They examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

Students apply their knowledge about representative democracy and systems of government by researching and proposing possible action on an issue relevant to them at the local, state or national level. They explore the potential impact of the issue on different groups within the community, and the effectiveness of the democratic process in balancing individual and community rights in resolving the issue.

Students understand the regional, global and environmental implications of being a citizen in a democracy. They explore Australia's relationship with other nations and examine the influence of global events and issues on these relationships. They examine how people's views on the environment influence government policy and non-government organisations and the ways in which governments attempt to address issues of development and sustainability. They investigate ways in which citizens can influence government and consider opportunities to take civic action on issues, including the environment.

Students explore what it means to be a leader, considering different leadership styles and learn how they can lead by example. Students are provided with opportunities to participate in leadership activities and projects that contribute to the wellbeing of others and which may have a local, national or global focus.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Civics and Citizenship, they explore the development of Australia's democracy from Federation, the development of the Australian Constitution and the federal system of government. They investigate some historical and contemporary issues, such as the republican debate, the inclusion of a bill of rights in the Australian Constitution, the design of the Australian flag, Aboriginal and Torres Strait Islander (ATSI) recognition in the Australian Constitution, and the division of federal and state powers. They compare Australia's democracy with other democracies.

Students investigate the nature and history of the concept of human rights. They become aware of national and international legislation designed to protect those rights. They explore human rights issues at the national and international level, including an investigation of the human rights of ATSI communities and other groups within Australia.

They explore key elements of modern democracy, such as the origins, purposes, objectives and constituencies of political parties, and the characteristics and operation of the electoral system. Students consider the ways that these allow citizens to participate in governance and how well these elements support democratic principles and values. They consider other processes for influencing the views and actions of others; for example, through participation in organisations such as unions, environmental and other interest groups. They consider the role of the media in a democratic society and the importance of a free press.

Students explore Australia's multicultural society. They learn about the past and present policies of government in relation to ATSI people and immigration, and the values and beliefs which support a harmonious multicultural society. They explore the concept of Australian identity and the contributions of various cultural groups. They consider the development of Australian citizenship over time and reasons why people choose to become Australian citizens. They link their understanding of multiculturalism to contemporary issues, such as the global refugee problem and population growth.

Students evaluate the role of the Australian Government in the global community including Australia's role in the United Nations, through contexts such as government responses to environmental concerns such as global warming or other issues of environmental sustainability, natural disasters, peacekeeping operations, world poverty and national and global security issues.

Students explore the roles and responsibilities of state and Commonwealth courts and the High Court of Australia. They learn about the differences between different types of law including statute, common, ATSI and international law. They examine case studies of changes in the law such as Mabo, the Franklin Dam, or combating terror or other contemporary examples. They consider the views of individuals and groups in the community about the change and the effects of the change. They examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

Students apply their knowledge about representative democracy and systems of government by researching and proposing possible action on an issue relevant to them at the local, state or national level. They explore the potential impact of the issue on different groups within the community, and the effectiveness of the democratic process in balancing individual and community rights in resolving the issue.

Students understand the regional, global and environmental implications of being a citizen in a democracy. They explore Australia's relationship with other nations and examine the influence of global events and issues on these relationships. They examine how people's views on the environment influence government policy and non-government organisations and the ways in which governments attempt to address issues of development and sustainability. They investigate ways in which citizens can influence government and consider opportunities to take civic action on issues, including the environment.

Students explore what it means to be a leader, considering different leadership styles and learn how they can lead by example. Students are provided with opportunities to participate in leadership activities and projects that contribute to the wellbeing of others and which may have a local, national or global focus.

Standards

Civic knowledge and understanding

At Level 10, students describe the origins and nature of Australia's federal political system and present a considered point of view on an issue about change in the political system and the law. They explain how the Australian Constitution affects their lives, and human rights issues, both national and international. They explain how citizens influence government policy through participation in political parties, elections and membership of interest groups. They explain the development of a multicultural society and the values necessary to sustain it. They describe the election processes in Australia and how to vote. They explain the roles and responsibilities of courts at state and federal levels and evaluate a change in the law. They analyse how well democratic values are reflected in aspects of the Australian political system. They take a global perspective when analysing an issue, and describe the role of global organisations in responding to international issues.

Community engagement

At Level 10, students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.

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Introduction to Communication

Communication is central to the capacity to construct meaning and to convey information and understanding to others in a range of ways and in a variety of settings. Successful communication requires students to be familiar with the forms, language and conventions used in different contexts and employ them to communicate effectively.

The Communication domain focuses on developing students who communicate clearly and confidently in a range of contexts both within and beyond school. It aims to assist students to develop awareness that language and discourse differ across the curriculum and that there is a need to learn literacies involved in each subject they undertake. To communicate successfully, students need to develop the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms. They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.

Structure of the Communication domain

The Communication domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)).

Each level includes a learning focus statement and, from Level 5, a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Communication, standards for assessing and reporting on student achievement apply from Level 5.

Dimensions

Standards in the Communication domain are organised in two dimensions:

- **Listening, viewing and responding**
- **Presenting.**

Listening, viewing and responding

Effective communication demands that students develop the ability to listen, view and respond to communication forms with respect to content and context. The **Listening, viewing and responding** dimension focuses on developing student understanding of communication conventions, strategies to assist them to make meaning of communication forms and the ability to deconstruct and respond to a diversity of forms. This involves developing familiarity with forms, language and conventions used in different contexts across the curriculum.

Presenting

The ability to present information and learning in a coherent and appropriate manner is critical for all learners. The **Presenting** dimension involves students gaining the knowledge, skills and behaviours to understand context, purpose and audience; select and use appropriate structure and organisation to convey meaning; and reflect on the style and content of the presentations they make.

Stages of Learning in Communication

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Communication domain.

Foundation to Level 4 – Laying the foundations

When children enter school, they bring with them a great diversity of experience as communicators from the home and other settings. In Foundation to Level 4, they develop understanding of communication conventions in the formal and informal contexts of the school and the classroom. Learning in all domains, from the earliest levels of school, is dependent on the acquisition of effective communication, and on students' understanding of the interactive nature of communication.

Students learn to listen attentively and without interrupting. They take turns, ask clarifying questions, paraphrase what has been said to check meaning, and build on the ideas of others. They practise the skills of being attentive listeners and viewers in pairs, in small groups and in whole-class situations.

They learn to work with a variety of aural, written and visual texts, and share their understanding of these texts with the teacher and peers. They learn how to identify key points, develop their own interpretations, and provide evidence to support these interpretations.

They communicate ideas and personal experiences in oral presentations – to individuals, groups and the whole class – and develop skills in communicating information on specified topics in all curriculum areas. They explore the use of a range of verbal and non-verbal cues and strategies to enhance and engage an audience. They develop skills in communicating ideas in a logical order.

In these levels, students learn about how communicating with others varies according to different contexts, purposes and audiences, for example, in the playground and in a variety of classroom situations. They learn to present more formal presentations, such as dramatic performances.

Levels 5 to 8 – Building breadth and depth

In Levels 5 to 8 students consolidate and build on their knowledge and skills related to effective communication. Students strengthen their communication skills as they become more independent, flexible and self-regulatory in their learning, and participate in a variety of interactive classroom situations, both formal and informal, and including cooperative learning situations.

As the curriculum program broadens, they develop understanding of the purposes of the specialised forms and language of different domains, and practise using these forms and language appropriately in their own communication.

As they progress through this stage, students develop a wider range of strategies for listening attentively and for extracting meaning from different kinds of communication. They regularly present ideas, information and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings.

In all learning areas, students respond to a wide variety of aural, written and visual media. They interpret increasingly complex information and evaluate the effectiveness of the ways in which it is presented.

Levels 9 and 10 – Developing pathways

In Levels 9 and 10 students communicate to meet their own learning needs and to meet the requirements of a wide range of purposes, both in and beyond school. They explore new ideas in depth, often in cooperation with their peers. They further develop their skills in communicating with others in different kinds of situations, including in informal, unstructured groups, in teams, and in problem-solving situations.

At this stage, students develop greater knowledge and understanding of the language, forms and communication conventions of different learning areas, and of a range of occupations and further education pathways. They become more fluent in making choices about the use of specialised and appropriate language to communicate complex information to different audiences and for different purposes.

Students experiment with communicating complex information in a variety of ways. They further develop skills in structuring oral and written presentations to achieve clear and coherent communication. They are able to make informed decisions about selecting resources and technologies appropriate to the format, content and mode of communication. They evaluate the effectiveness of their own and other people's communication, and modify their own presentations to improve communications.

In all learning areas, and in various workplace and community contexts, students respond to many different kinds of aural, written and visual texts, in print and other forms. They analyse different interpretations and are able to explain and justify their own interpretations. They reflect critically on how societal conventions and ideology influence the presentation of ideas and information.

Foundation level

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they begin to identify basic communication conventions in the classroom and playground such as being attentive listeners, facing the speaker, and taking turns. They learn to focus their attention and to listen without interrupting. Students practise retelling what a speaker has said to them and learn to ask questions when appropriate, exploring the interactive nature of communication.

Students respond, in both formal and informal settings, to a variety of stimuli; for example, aural, written and visual texts. They share the meaning they make of these texts with their peers.

Students make regular short oral presentations to groups or the whole class, communicating their ideas on a single topic or a personal experience, the focus being on making themselves understood. They begin to use visual aids such as photographs, objects and drawings to assist them to communicate more effectively.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Level 1

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

Students regularly make short oral presentations to small groups or the whole class on specified topics across the curriculum and on personal experiences beyond school. With guidance, students develop an understanding of basic communication conventions and practise strategies for improving their presentations with a particular focus on making themselves understood; for example, by varying volume and pace and making eye contact with the audience.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Level 2

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class. They are encouraged to use questions to clarify meaning and to extend interaction. They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise.

When communicating with others, students begin to distinguish between differing contexts, purposes and audiences and they learn to modify their communication accordingly; for example, when playing with friends in the playground and talking to classroom visitors.

Students regularly make short oral presentations to small groups or the whole class on specified topics across the curriculum and on personal experiences beyond school. With guidance, students develop an understanding of basic communication conventions and practise strategies for improving their presentations with a particular focus on making themselves understood; for example, by varying volume and pace and making eye contact with the audience.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Level 3

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions. They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas. They learn how to identify the main message, develop their own interpretation, and provide evidence to support it. They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.

During both formal and informal presentations, students explore the use of a range of verbal and non-verbal strategies, to enhance meaning and to engage their audience; for example, physical positioning in the room and use of props, costume, humour and audience participation. They begin to order logically the ideas that they wish to communicate. When developing formal presentations, students experiment with various forms; for example, a dramatic performance and use of presentation software. With guidance, they reflect on their own and others' presentations and note the features that make them effective.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Level 4

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they listen attentively when required and learn to respond and interject appropriately. They learn about appropriate body language when reacting to a speaker and use feedback from peers and the teacher on their own body language to improve their reactions. They practise paraphrasing what a speaker has said to check meaning and ask clarifying questions where meaning is unclear.

Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas. They learn how to identify the main message, develop their own interpretation, and provide evidence to support it. They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.

During both formal and informal presentations, students explore the use of a range of verbal and non-verbal strategies, to enhance meaning and to engage their audience; for example, physical positioning in the room and use of props, costume, humour and audience participation. They begin to order logically the ideas that they wish to communicate. When developing formal presentations, students experiment with various forms; for example, a dramatic performance and use of presentation software. With guidance, they reflect on their own and others' presentations and note the features that make them effective.

Standards

In Communication, standards for assessing and reporting on student achievement are introduced at Level 5. The learning focus statements for Foundation to Level 4 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 6.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; for example, by waiting for the communication of others to be completed before responding. They practise listening attentively to identify and communicate main points to others. They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. They practise sending consistent messages during their interactions.

Students experience a variety of aural, written and visual communication forms in both formal and informal settings; for example electronic communication, performance and oral presentations. With support, they interpret these forms and begin to understand that their interpretation may be influenced by their own knowledge, values and beliefs, by persuasive devices such as emotive language, and by the opinions of others. When making meaning, students continue to develop skills in asking clarifying questions and seeking validation of their interpretations from their peers. They compare and contrast differing interpretations and explore why they differ.

Students begin to recognise the purpose of specialised language across the curriculum and to use this appropriately in their own communication; for example, 'the Earth is part of a system of planets orbiting around a star (the Sun)' or, when describing characteristics of a music composition, 'I used dotted rhythms and lots of staccato to give a feeling of energy'.

Students develop their skills in organising ideas and information logically and clearly to suit their purpose and the needs of their audience. For formal presentations they begin to select appropriate forms for sharing knowledge and influencing others; for example, adding sound to presentation software.

In response to audience feedback, students experiment with ways to improve their communication; for example, projecting their voice to be heard clearly and making sure that the audience can see any visual aids. With support, students use provided criteria to evaluate and reflect on the effectiveness of their communication and to provide feedback on the communication of others.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Communication, they use their understanding of communication conventions to communicate effectively with peers and to respond appropriately when they are part of an audience; for example, by waiting for the communication of others to be completed before responding. They practise listening attentively to identify and communicate main points to others. They reflect on the implicit messages received through body language and begin to understand that verbal and non-verbal messages do not always correspond. They practise sending consistent messages during their interactions.

Students experience a variety of aural, written and visual communication forms in both formal and informal settings; for example electronic communication, performance and oral presentations. With support, they interpret these forms and begin to understand that their interpretation may be influenced by their own knowledge, values and beliefs, by persuasive devices such as emotive language, and by the opinions of others. When making meaning, students continue to develop skills in asking clarifying questions and seeking validation of their interpretations from their peers. They compare and contrast differing interpretations and explore why they differ.

Students begin to recognise the purpose of specialised language across the curriculum and to use this appropriately in their own communication; for example, 'the Earth is part of a system of planets orbiting around a star (the Sun)' or, when describing characteristics of a music composition, 'I used dotted rhythms and lots of staccato to give a feeling of energy'.

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In response to audience feedback, students experiment with ways to improve their communication; for example, projecting their voice to be heard clearly and making sure that the audience can see any visual aids. With support, students use provided criteria to evaluate and reflect on the effectiveness of their communication and to provide feedback on the communication of others.

Standards

Listening, viewing and responding

At Level 6, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Presenting

At Level 6, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Communication, they develop a range of strategies for listening attentively and extracting meaning from communications, including taking notes and small group discussion to record and summarise main messages. They reflect on how the explicit body language of a speaker influences their enjoyment and understanding of a presentation, and practise modifying their own body language to show interest and respect when listening to a speaker.

Students respond to a wide variety of aural, written and visual media; for example film, radio, the Internet, billboards, multimedia, and text messages. They explore both implicit and explicit meaning, how the author has structured and presented ideas, and whether they have used specialised language or symbols to communicate their message. Students share the meaning they have constructed with others and discuss any differences. They continue to challenge assumptions, use questions to clarify understanding, and justify their own interpretations while acknowledging that others may have different interpretations. They reflect on and evaluate the effectiveness of a variety of media in communicating a similar message, considering accuracy, inclusiveness and the techniques used to shape audience response.

Students expand their knowledge of specialised language used across the curriculum to communicate specific meanings and gain practice in using specific forms of communication; for example, practical reports in Science or fieldwork reports in Geography.

Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings. They focus on identifying the key messages they wish to communicate and structuring their ideas logically and coherently. They experiment with a range of presentation forms and seek feedback from their audience as to the effectiveness of their communication. Students work together to develop criteria which can be used to evaluate presentations.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Communication, they develop a range of strategies for listening attentively and extracting meaning from communications, including taking notes and small group discussion to record and summarise main messages. They reflect on how the explicit body language of a speaker influences their enjoyment and understanding of a presentation, and practise modifying their own body language to show interest and respect when listening to a speaker.

Students respond to a wide variety of aural, written and visual media; for example film, radio, the Internet, billboards, multimedia, and text messages. They explore both implicit and explicit meaning, how the author has structured and presented ideas, and whether they have used specialised language or symbols to communicate their message. Students share the meaning they have constructed with others and discuss any differences. They continue to challenge assumptions, use questions to clarify understanding, and justify their own interpretations while acknowledging that others may have different interpretations. They reflect on and evaluate the effectiveness of a variety of media in communicating a similar message, considering accuracy, inclusiveness and the techniques used to shape audience response.

Students expand their knowledge of specialised language used across the curriculum to communicate specific meanings and gain practice in using specific forms of communication; for example, practical reports in Science or fieldwork reports in Geography.

Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings. They focus on identifying the key messages they wish to communicate and structuring their ideas logically and coherently. They experiment with a range of presentation forms and seek feedback from their audience as to the effectiveness of their communication. Students work together to develop criteria which can be used to evaluate presentations.

Standards

Listening, viewing and responding

At Level 8, students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.

Presenting

At Level 8, students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop effective communication skills.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Communication, they listen to speakers in a range of contexts, including the school, the wider community and workplaces. They develop their skills in interpreting meaning; for example, by identifying inferences and assumptions. They know what it means to effectively respond both verbally and non-verbally in different contexts and are able to demonstrate this. Students elaborate on and clarify content of presentations, using pertinent questions to explore explicit and implicit meaning. In discussion with their peers, they evaluate the effectiveness of these presentations and note how they can apply the findings to their own presentations.

In structured activities, students explore the relationship between language and power; for example, by interpreting and analysing significant speeches. As their understanding of this concept develops, they apply their understanding when making meaning of a variety of media messages and when developing their own presentations.

Students respond to a range of aural, written and visual texts, reflecting on how cultural and societal norms and ideology influence the production of the material; for example, research papers and news items. They explore how effectively meaning has been communicated, analyse alternative interpretations and develop a rationale for their preferred opinion.

Students develop a high level of expertise and fluency in the language, forms and communication strategies of particular subjects across the curriculum as well as those associated with a range of occupations and career pathways. They reflect on why it is important to have this knowledge, how it enables more precise communication, but also how it can exclude audiences who are not familiar with the language of particular subjects.

Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbol to communicate. They organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to an audience. They use agreed criteria to reflect on the effectiveness of their own communications and articulate means by which they could be improved.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Communication, they listen to speakers in a range of contexts, including the school, the wider community and workplaces. They develop their skills in interpreting meaning; for example, by identifying inferences and assumptions. They know what it means to effectively respond both verbally and non-verbally in different contexts and are able to demonstrate this. Students elaborate on and clarify content of presentations, using pertinent questions to explore explicit and implicit meaning. In discussion with their peers, they evaluate the effectiveness of these presentations and note how they can apply the findings to their own presentations.

In structured activities, students explore the relationship between language and power; for example, by interpreting and analysing significant speeches. As their understanding of this concept develops, they apply their understanding when making meaning of a variety of media messages and when developing their own presentations.

Students respond to a range of aural, written and visual texts, reflecting on how cultural and societal norms and ideology influence the production of the material; for example, research papers and news items. They explore how effectively meaning has been communicated, analyse alternative interpretations and develop a rationale for their preferred opinion.

Students develop a high level of expertise and fluency in the language, forms and communication strategies of particular subjects across the curriculum as well as those associated with a range of occupations and career pathways. They reflect on why it is important to have this knowledge, how it enables more precise communication, but also how it can exclude audiences who are not familiar with the language of particular subjects.

Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbol to communicate. They organise their information, ideas and opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to an audience. They use agreed criteria to reflect on the effectiveness of their own communications and articulate means by which they could be improved.

Standards

Listening, viewing and responding

At Level 10, students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.

Presenting

At Level 10, students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.

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Introduction to Design, Creativity and Technology

The domain of Design, Creativity and Technology (DCT) emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Creativity in this domain can be described as applying imagination and lateral and critical thinking throughout design and development processes. Innovation is an outcome of the broad exploration of ideas, use of materials/ingredients, and technical processes that can occur when individuals are involved in investigating, designing, producing, analysing and evaluating their own and others' products and/or systems.

Design is a vital step in transforming ideas into creative, practical and commercial realities by optimising the value of products and systems. Designing and its application involve planning and organising production, and evaluating products in a real context. Contexts may relate to; for example, what we grow, eat, wear, build, make, our health and safety, and how we travel and spend our leisure time. Designers consider problems, needs, wants and opportunities and respond to them by developing a range of ideas, which are developed into utilitarian products or systems.

Development of capability in this domain includes the ability to use, manage, assess and understand design, creativity, technology, and their relationship to innovation. In more detail, this involves students:

- posing problems and actively identifying needs, wants, opportunities and areas for improvement
- gathering information and building knowledge about the nature of needs, wants, opportunities and areas for improvement and the best routes to take towards designing a solution
- developing and using design and technology skills, knowledge and processes, including proposing, experimenting, learning from results and synthesising, to create new and/or improved products and/or systems
- using tools, equipment, materials/ingredients and systems components safely and creatively to make quality products and/or systems
- understanding that design, creativity and technology leads to innovation
- assessing the outcomes of design and technology processes, and the resulting products and technological systems in relation to environmental, social and economic factors.

This domain involves experiential, practical and applied knowledge as well as theoretical understanding. It requires students to be autonomous and creative problem-solvers, as individuals and as members of a team. Students combine an understanding of design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills. As they do so, they reflect on and evaluate past and present design and technology, its uses and effects.

The DCT domain focuses on development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make, produce or grow functional physical products or systems. These materials and resources include food, wood, metal, timber, plastics, textiles, ceramics, plants and soil/growing media and components such as wheels and axles, pulleys and belts, gears, switches, lights, motors, connecting wires, batteries and printed circuits boards.

Structure of the Design, Creativity and Technology domain

The DCT domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)).

Each level includes a learning focus statement and, from Level 3, a set of standards are introduced, organised by dimension. A glossary is included which provides definitions of underlined terms.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In DCT, standards for assessing and reporting on student achievement are introduced from Level 3.

Dimensions

Standards in the Design, Creativity and Technology domain are organised in three dimensions:

- **Investigating and designing**
- **Producing**
- **Analysing and evaluating.**

Activities associated with the three dimensions are linked and may be applied sequentially, where students move directly from investigating to designing, producing and evaluating. Or alternatively, students may move between the dimensions as they solve a problem. For example, to assist their decision making while designing a product or system, students may evaluate the potential impact on the environment of the intended use of materials/ingredients, components or processes required to make the product or system. Additionally, after evaluating a product they have made, students may return to the **Investigating and designing** and **Producing** dimensions to improve the product. In this way, students may work in a non-sequential manner through the dimensions in this domain. In order for students to demonstrate knowledge, skills and behaviours in this domain a 'design and make' project-based learning approach must be taken, that focuses on meeting the problem, need/s or requirements defined in a design brief.

Investigating and designing

In the **Investigating and designing** dimension, students identify ideas, problems, needs, wants and opportunities. A design brief can be a starting point or it can be developed to clearly define the idea, problem, need, want or opportunity and requirements for a solution. Students undertake research and investigation to identify the human, material, equipment, and/or energy resources available to meet the idea, problem, need, want or opportunity.

Students combine practical and design skills with knowledge, skills and behaviours from other domains to select and record creative methods of generating and depicting design possibilities and options. They devise a plan to outline the processes involved in making a product, and select and justify the option that best meets the requirements of the design brief.

Producing

The **Producing** dimension involves students in the management of the production phase and includes the appropriate selection and safe manipulation and use of tools, equipment, materials/ingredients and components to carry out processes appropriate to the materials/ingredients or assembly of systems components to produce a quality product or technological system.

Students explore, share and use both traditional and more innovative techniques. They reflect upon their progress and alter plans as appropriate. Progress and changes to plans are reflected upon and altered as appropriate.

Analysing and evaluating

In the **Analysing and evaluating** dimension, students compare the outcomes of design and production activities with earlier design work and planned intentions. Following the application of testing, improvements, modifications and alternative approaches are considered.

This dimension also involves students in describing, analysing and evaluating the impact and value of both their own and others' technological products, technological systems, processes and innovations (past, present and predicted future) on the individual, society and culture, the environment and the economy. This includes consideration of sustainability issues.

Stages of Learning in Design, Creativity and Technology

AusVELS take account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Design, Creativity and Technology (DCT) domain.

In DCT students develop knowledge, skills and behaviours in investigating, designing, producing, analysing and evaluating products. In the early stages of their learning they develop an awareness of the place of design and technology in their world and some basic skills and knowledge in design, production and evaluation of products. In these early stages, students are able to develop design and technology awareness in integrated learning contexts. They develop basic knowledge of materials and systems, understanding of the concept of design, and apply their knowledge and understanding to make simple products.

Students build on knowledge, skills and behaviours gained in Foundation to Level 4, extending their ability to generate and communicate design ideas. They develop the motor skills and, more gradually, the strength to use an increased range of tools. They further develop the vocabulary for describing the processes in which they are engaged. Students begin to engage with, and reflect on, more challenging design briefs and work with specific materials and systems in increasingly complex production processes.

Foundation to Level 4 – Laying the foundations

In Foundation to Level 4, students begin to understand that people use creative and inventive thinking to help them meet human needs and wants. In DCT students are encouraged to wonder, be curious and imaginative. They explore possibilities and concepts and verbalise their thought processes.

As their awareness of their local community develops, students begin to understand the need for design and technology in the world. They ask questions and identify problems, needs and opportunities. They become familiar with design briefs as a way of posing problems and challenges, and are able to interpret and contribute to briefs. Design provides a context for engaging students in their learning. They recognise that there are processes for designing, producing and evaluating products.

They develop their knowledge of how everyday products and systems work, and how the characteristics of the materials used can influence the look and function of products. They recognise that materials and products can be reused and recycled, and consider ways in which this can happen as well as the impact that this might have on the environment.

Design, Creativity and Technology

Students acquire the vocabulary that is unique to DCT and apply it to their work. They begin to understand that there is usually more than one solution to a problem and develop skills in generating creative ideas. Finding at times that their ideas may be too complex – exceeding their planning and production ability – they learn to refine their ideas to reflect their production capability.

Students develop designs to address challenges posed, initially within familiar contexts. They communicate their design ideas in a variety of ways, including simple drawings, diagrams, annotations, lists and models, and verbally. With teacher assistance, they organise their ideas to develop simple plans for making products.

Initially, students are encouraged to explore familiar materials/ingredients and objects. Through play, and using their existing knowledge, they develop skills in manipulation and understandings about the characteristics of materials/ingredients. They observe that some products have moving parts and recognise that a variety of components enable this to happen. They explore ways in which to create movement in their own products using a range of materials, including paper, cardboard, fabrics, twines, plastics, wood, food, play dough, plasticine, as well as other recycled materials such as cartons and containers. They use a range of joining techniques including a variety of tapes and glues.

At this stage, the tools and equipment used include scissors, brushes, rulers, needles and thread, bowls, spoons and knives. Students understand the need for safety rules associated with the use of tools and equipment. As students develop their manipulative skills they are able to use a greater range of materials, tools and equipment. As their level of literacy develops, students are able to describe products and processes in more detail and discuss, explain and justify changes that they have made to plans.

Levels 5 to 8 – Building breadth and depth

In Levels 5 to 8 students are able to think conceptually and analytically. They become more complex thinkers who work with increasing independence when designing, planning and making products. They become aware of the impact of design and manufacturing on the wider society and the environment. They recognise that many issues can have an impact on the design of products and systems.

Design briefs become more complex and the contexts for these broaden as students develop the capacity to analyse and conceptualise ideas. While some design briefs will focus on areas that are of personal interest to students, the contexts for others might be beyond students' immediate environment, including other communities and environments and possibly world contexts.

Students expand their vocabulary in the domain and develop a greater awareness of themselves in a technological world. They show increasing competence in applying the skills they have learnt in previous levels in all dimensions of the domain.

In this stage, students develop greater spatial awareness and can represent ideas in two and three dimensions. They apply a range of design elements and principles to enhance their design ideas, and communicate design ideas in a wider variety of ways, including using more advanced drawing techniques, making models, writing lists and menus, creating concept maps and block diagrams, and using computer software. Plans for production become more detailed, with students' increasing ability to manage time and resources.

By the end of this stage, students are proficient in the use of a range of materials, tools and equipment, have further developed fine motor skills, and have greater physical strength. This allows them to use more complex tools and equipment, including hand and power tools, and to carry out a broader range of production processes.

Students can perform simple risk assessments and make some choices about the appropriateness of tools and equipment for particular purposes. They further develop their understanding of safety issues when working with tools and equipment. Students understand what systems are and can describe in simple terms how some systems work. They begin to develop an understanding of the relationship between energy and systems.

Students further develop skills in testing and reflecting on the function and performance of their products and the processes planned and followed for production. They reflect on their thinking while working through these processes and are able to describe and justify changes made to plans and products. As they develop their ability to recognise and describe strengths and weaknesses, students become more able in suggesting appropriate modifications to improve products and processes.

Levels 9 to 10 – Developing pathways

Students become discerning, discriminating and independent thinkers at this stage of their learning. As a result, they can discuss the place of design and technology in society as well as describe some of the economic and environmental benefits and implications of product and system design. They further develop critical awareness of design and technology from the perspectives of both consumer and designer.

Design briefs become more complex and challenging, and, as students seek to apply their learning beyond school, they become aware of client- and user-focused design. Students gain confidence and display autonomy and initiative in constructing design briefs. They expand their strategies for exploring ideas that inform their designs, and select appropriate strategies for specific contexts.

They broaden their range of resources for inspiration and their ideas are more varied and innovative. They are able to make informed choices about the suitability of ideas for particular purposes and circumstances.

Students build their expertise and become more specialised in their approach to DCT. They develop knowledge of a greater variety of materials and systems and are able to make decisions about the appropriateness of materials and components for particular products. They become more skilled in using and understanding specific materials and systems.

As students' spatial awareness is more fully developed they use a range of methods for communicating design ideas, including the use of computer software where possible. They employ both two- and three-dimensional techniques and make judgments about the most effective methods for representing ideas in a given situation. They develop procedural plans to assist in the production process and continue to develop their ability to manage time and resources.

At this stage, students have well-developed fine motor skills and are able to use more complex tools and equipment. They also begin to maintain some of these. They develop further their skills in carrying out risk assessments and identifying possible safety issues. As students develop specialist skills for the technological activities they are engaged in, they become increasingly independent in their use of tools and equipment, and in their ability to make choices about the suitability of particular tools, equipment and components for particular purposes.

Through the design and technology processes and by applying evaluation criteria, students are able to examine and respect a range of perspectives and consider the value of diverse opinions about design and technology. They monitor and evaluate their products, processes and thinking and make decisions about improvements to these. They develop and apply evaluation criteria that enable them to make judgements about the effectiveness of the products and processes, justifying changes made and describing modifications and improvements.

Foundation level

Learning Focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they investigate everyday, familiar products and recognise the basic characteristics and materials/ingredients from which they are made and how they are used. They explore the differences between natural products and artefacts, and learn that materials can be recycled and reused to produce new products. They play with and manipulate materials/ingredients in both a free and focused manner to foster development of their design and technical skills. They learn appropriate terminology, including the names of materials/ingredients and their characteristics and properties (for example, rough, smooth, shiny, soft, flexible), and processes such as measure, mix, cut, join.

Students think and talk about why and how products are made. They respond to simple design briefs as a context for designing (for example, 'There is to be a teddy bears' picnic, and your teddy will have to be protected from the sun'). Students use their imagination and curiosity to generate ideas, engage in technological processes and develop imaginative design solutions for simple problems. They learn to use simple pictures and models to represent design ideas to develop simple and authentic products, such as a healthy after-school snack. While designing usually precedes producing and evaluating, students may draw their design after the product is made. Their products may be developed as a result of exploring materials rather than from a drawing.

Students independently, or in collaboration with peers or adults, explore the use of common materials such as paper, cardboard, glue, fabric, wood, soil and plants, plastic containers, string, paddle-pop sticks and food ingredients. They develop skills in the safe use of basic tools and equipment, such as safety scissors, mixing bowls, cups and rulers, to cut, join, shape, mix and follow instructions to construct simple products or models based on their design ideas.

Students think and talk about how their designs will solve a problem or meet a need, and reflect on the steps they took to design and make their product. They discuss how they could make a product better.

Standards

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 1

Learning Focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they come to understand that people use creative, imaginative and inventive thinking to help them meet human needs and wants. They enquire about and question their world, offering ideas and suggestions based upon their experience of working with materials/ingredients and systems components. They investigate what products and systems can do, how they work, and why they are the way they are. They play with and manipulate materials/ingredients, think about, discuss and describe their characteristics and properties (using terms such as **strong**, **hard**, **stretchy** and **sweet**) and why they are suitable for use in products and systems.

In response to simple design briefs, students develop basic design ideas based on their experiences of working with materials/ingredients and components. They talk about their design ideas and thought processes and start to represent these visually by using models, pictures and words. They consider that more than one solution may be possible and begin to give reasons for changes in their thinking.

Students begin to recognise relationships between individuals and communities, and products, processes and systems; for example, a transport system. Responding to open-ended design tasks, students develop imaginative and practical design solutions to problems, needs and opportunities; for example, making a simple decorated bag for carrying personal items, modelling playground equipment, or making pots to grow herbs for use in a food product.

Students follow a set of instructions and may begin to contribute to planning the main steps to make a product. They explain what they are making and which tools and equipment they are using. They safely use tools and equipment to separate, assemble, join and combine everyday materials/ingredients and systems components in a variety of ways.

Students consider whether their design solutions work and are appropriate for the purpose for which they were designed. With guidance from the teacher and feedback from peers, they reflect on how they designed and made their products.

Standards

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 2

Learning Focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they come to understand that people use creative, imaginative and inventive thinking to help them meet human needs and wants. They enquire about and question their world, offering ideas and suggestions based upon their experience of working with materials/ingredients and systems components. They investigate what products and systems can do, how they work, and why they are the way they are. They play with and manipulate materials/ingredients, think about, discuss and describe their characteristics and properties (using terms such as **strong**, **hard**, **stretchy** and **sweet**) and why they are suitable for use in products and systems.

In response to simple design briefs, students develop basic design ideas based on their experiences of working with materials/ingredients and components. They talk about their design ideas and thought processes and start to represent these visually by using models, pictures and words. They consider that more than one solution may be possible and begin to give reasons for changes in their thinking.

Students begin to recognise relationships between individuals and communities, and products, processes and systems; for example, a transport system. Responding to open-ended design tasks, students develop imaginative and practical design solutions to problems, needs and opportunities; for example, making a simple decorated bag for carrying personal items, modelling playground equipment, or making pots to grow herbs for use in a food product.

Students follow a set of instructions and may begin to contribute to planning the main steps to make a product. They explain what they are making and which tools and equipment they are using. They safely use tools and equipment to separate, assemble, join and combine everyday materials/ingredients and systems components in a variety of ways.

Students consider whether their design solutions work and are appropriate for the purpose for which they were designed. With guidance from the teacher and feedback from peers, they reflect on how they designed and made their products.

Standards

In Design, Creativity and Technology, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they begin to provide input into the development of design briefs. They generate ideas from a variety of sources, and recognise that their designs have to meet a range of different requirements. They learn to make realistic plans for achieving their aims and recognise that they are constrained by the availability of resources. They clarify ideas when asked, and use words, labelled sketches and models to communicate the details of their designs.

Students learn to describe ideas and concepts about design, materials/ingredients and technological systems in simple terms. For example, how and why a drawing is annotated; how materials/ingredients are classified; the systems components that are combined to create movement, such as gears and pulleys; what characteristics and properties make materials/ingredients suitable for a particular design or proposed product and how these can be combined in innovative ways to create solutions. In transforming novel ideas into products or simple systems, they are encouraged to take risks.

Students investigate what products and simple technological systems can do, how they meet people's needs, how they are used and/or work, what they look like and why they look the way they do. They learn what evaluation criteria are and, with guidance, develop simple evaluation criteria and use these to make decisions about, and assess, design ideas. With assistance, they learn to plan basic steps in production. They develop skills in the use of a variety of simple production techniques, such as cutting, mixing, shaping, joining and assembling and a range of materials/ingredients to produce products, such as a healthy breakfast cereal and its packaging and simple systems; for example, a puppet with moving parts (levers) or a pulley arrangement to lift a weight. Production techniques could include cutting with a saw or knife, weighing with scales, measuring with a jug, filing with a file or rasp, sandpapering, whisking and hand sewing with a needle and thread. Materials could include paper and cardboard, food ingredients, fabrics, wood, plants and soil or other growing media. They learn to use tools and equipment safely and hygienically, and with some accuracy, to alter and combine materials/ingredients and put together components to make a simple system with moving parts.

Students are encouraged to give and receive feedback about their own and others' products and simple systems (for example, a toy with moving parts), considering whether design solutions work and if they are appropriate for their purpose. They learn to keep simple records and reflect on the steps they took to design and make their own products and simple systems, including noting any problems encountered and changes made to accommodate these.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Design, Creativity and Technology, they begin to provide input into the development of design briefs. They generate ideas from a variety of sources, and recognise that their designs have to meet a range of different requirements. They learn to make realistic plans for achieving their aims and recognise that they are constrained by the availability of resources. They clarify ideas when asked, and use words, labelled sketches and models to communicate the details of their designs.

Students learn to describe ideas and concepts about design, materials/ingredients and technological systems in simple terms. For example, how and why a drawing is annotated; how materials/ingredients are classified; the systems components that are combined to create movement, such as gears and pulleys; what characteristics and properties make materials/ingredients suitable for a particular design or proposed product and how these can be combined in innovative ways to create solutions. In transforming novel ideas into products or simple systems, they are encouraged to take risks.

Students investigate what products and simple technological systems can do, how they meet people's needs, how they are used and/or work, what they look like and why they look the way they do. They learn what evaluation criteria are and, with guidance, develop simple evaluation criteria and use these to make decisions about, and assess, design ideas. With assistance, they learn to plan basic steps in production. They develop skills in the use of a variety of simple production techniques, such as cutting, mixing, shaping, joining and assembling and a range of materials/ingredients to produce products, such as a healthy breakfast cereal and its packaging and simple systems; for example, a puppet with moving parts (levers) or a pulley arrangement to lift a weight. Production techniques could include cutting with a saw or knife, weighing with scales, measuring with a jug, filing with a file or rasp, sandpapering, whisking and hand sewing with a needle and thread. Materials could include paper and cardboard, food ingredients, fabrics, wood, plants and soil or other growing media. They learn to use tools and equipment safely and hygienically, and with some accuracy, to alter and combine materials/ingredients and put together components to make a simple system with moving parts.

Students are encouraged to give and receive feedback about their own and others' products and simple systems (for example, a toy with moving parts), considering whether design solutions work and if they are appropriate for their purpose. They learn to keep simple records and reflect on the steps they took to design and make their own products and simple systems, including noting any problems encountered and changes made to accommodate these.

Standards

Investigating and designing

At Level 4 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. They identify simple systems components and common materials/ingredients and explain the characteristics and properties that make them suitable for use in products. Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

Producing

Design, Creativity and Technology

At Level 4, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials/ingredients and assemble systems components. They use a variety of simple techniques/processes and a range of materials/ingredients to safely and hygienically alter and combine materials/ingredients and put together components to make products and simple systems that have moving parts.

Analysing and evaluating

At Level 4, students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others. They identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system. They consider how well a product or simple system functions and/or how well it meets the intended purpose.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Design, Creativity and Technology, they contribute to the development of design briefs that include some limitations and specifications by posing questions about and identifying situations, problems, needs and opportunities for the creation of useful products and simple systems. They explore ideas and concepts about design, materials/ingredients and systems, and consider how these can be combined in innovative ways to create solutions; for example, for a model solar boat or a fun park ride.

Individually and in small teams, students develop possible solutions in response to design briefs, using simple mind maps, sketches, plans and annotated drawings, labelled diagrams models and flow charts. They increasingly use information and communications technology tools and techniques to research, develop and communicate ideas. They are encouraged to consciously select preferred options and explain why they have chosen them, referring to materials/ingredients, function and aesthetics.

Students learn to develop step-by-step plans for production and use a variety of production techniques, tools, materials/ingredients (for example, a template for marking a shape to be cut out of fabric or wood, a tape measure, pliers for bending metal wire, a hot-melt glue gun for joining wood or fabric, a hand beater for combining food ingredients, a clamp for holding materials/ingredients to a table, a try square for squaring a piece of wood, secateurs for trimming a plant, a peeler for removing apple skin) and systems components to make products safely. They begin to record their progress using words and images. Students learn to analyse how products and systems function and what they look like, and discuss the meaning of quality in the context of design. They learn to identify evaluation criteria from the design brief and use them to justify design choices. They also use them to think about how well their completed product suits the design situation. They use simple tests to determine the suitability or performance of products and/or technological systems.

Taking into account feedback from peers and teachers, students consider how the product or system they have made, and the processes they have used, could be improved. They also reflect on the impact that products and systems and the uses of materials have on people and the environment.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Design, Creativity and Technology, they contribute to the development of design briefs that include some limitations and specifications by posing questions about and identifying situations, problems, needs and opportunities for the creation of useful products and simple systems. They explore ideas and concepts about design, materials/ingredients and systems, and consider how these can be combined in innovative ways to create solutions; for example, for a model solar boat or a fun park ride.

Individually and in small teams, students develop possible solutions in response to design briefs, using simple mind maps, sketches, plans and annotated drawings, labelled diagrams models and flow charts. They increasingly use information and communications technology tools and techniques to research, develop and communicate ideas. They are encouraged to consciously select preferred options and explain why they have chosen them, referring to materials/ingredients, function and aesthetics.

Students learn to develop step-by-step plans for production and use a variety of production techniques, tools, materials/ingredients (for example, a template for marking a shape to be cut out of fabric or wood, a tape measure, pliers for bending metal wire, a hot-melt glue gun for joining wood or fabric, a hand beater for combining food ingredients, a clamp for holding materials/ingredients to a table, a try square for squaring a piece of wood, secateurs for trimming a plant, a peeler for removing apple skin) and systems components to make products safely. They begin to record their progress using words and images. Students learn to analyse how products and systems function and what they look like, and discuss the meaning of quality in the context of design. They learn to identify evaluation criteria from the design brief and use them to justify design choices. They also use them to think about how well their completed product suits the design situation. They use simple tests to determine the suitability or performance of products and/or technological systems.

Taking into account feedback from peers and teachers, students consider how the product or system they have made, and the processes they have used, could be improved. They also reflect on the impact that products and systems and the uses of materials have on people and the environment.

Standards

Investigating and designing

At Level 6, students contribute to the development of design briefs that include some limitations and specifications. Individually and in teams, they use a range of methods to research and collect data in response to design briefs. They generate and communicate alternative design ideas in response to a design brief and use words, labelled sketches and models, to demonstrate that they are aware of environmental and social constraints.

Students take account of the views of users/consumers and produce step-by-step plans and/or modify recipes for making products and/or simple mechanical/electrical systems. They describe how their intended product will function or be used, and what it will look like in the context of the requirements of the design brief. They identify evaluation criteria from design briefs and use them to justify design choices.

Producing

Design, Creativity and Technology

At Level 6, students use their production plan and select and work safely with a variety of materials/ingredients and systems components to produce functional products and/or systems. They use a range of measuring, marking, joining/combining techniques to alter materials and finishing/presentation methods, and operate tools and equipment competently, showing consideration of safety and hygiene, and record their progress.

Analysing and evaluating

At Level 6, students reflect on their designs as they develop them and use evaluation criteria, identified from design briefs, to justify their design choices. They modify their designs/products/systems after considered evaluation of feedback from peers and teachers, and their own reflection. They describe the impact products and technological systems have on people and the environment.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Design, Creativity and Technology, they individually and in teams, develop innovative solutions in design and technology contexts (for example, creating a low-fat biscuit and designing a three-dimensional, environmentally-friendly package for eight of the biscuits) and evaluate their decisions with reference to design brief specifications. They develop greater spatial awareness, are encouraged to think flexibly, and represent their ideas using two- and three-dimensional hand- and computer-assisted drawing and modelling techniques including the use of appropriate technical language. They further explore the properties and characteristics of materials/ingredients, and carry out tests to determine their suitability for intended products and/or systems.

In developing their understanding of systems, students learn about open- and closed-loop systems, and their control and the components used to make basic automated system; and energy sources (renewable and non-renewable) and forms that power systems. They explore how technological systems can convert energy and magnify force.

Students learn how design elements and principles can enhance their design work. Students refer to design briefs to consider and investigate aspects of function and aesthetics. They also consider how social, cultural, economic and environmental factors influence the development of their design ideas. They trial and make products and systems based on their design concepts, justifying changes in their thinking as they design, develop and evaluate products and systems, and recognise the right of others to perceive things differently.

Students further develop an understanding of the creative problem solving process. Individually and collaboratively, they apply imaginative and innovative strategies to develop creative design options, including those that are not immediately obvious, and plans for production.

Students continue to develop a variety of drawing and modelling techniques and computer assisted methods to visualise design ideas and concepts, and generate alternative options. After selecting and justifying the best design option, they develop a logically sequenced outline of the major stages of production and a list of materials/ingredients and/or systems components and quantities required. Students use numeracy skills to calculate quantities, sizes and/or expected outputs. They produce the product/system, using tools, equipment, machines and materials/ingredients safely and wear personal protective clothing and equipment if appropriate. Students develop a basic understanding of the risk assessment process. With direction, they choose and use increasingly complex production techniques and equipment; for example, a soldering iron, wire cutters, a food processor and electric beater, a hand plane, pedestal drill, overlocker, and report faults with tools and equipment. They reflect on and record the progress of their production activities, and make changes if required.

Concentrating on the aesthetic, functional features and/or performance of the product/system, students consider how it, and the processes used to develop it, could be improved, and compare it to other similar products/systems. They discuss and develop evaluation criteria to analyse and evaluate their completed product/system and consider the social and environmental impacts of their own and others' products. They analyse and evaluate an innovative, recently developed and commercially available product or system and consider its benefits and drawbacks to user/consumer and manufacturer/producer.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Design, Creativity and Technology, they individually and in teams, develop innovative solutions in design and technology contexts (for example, creating a low-fat biscuit and designing a three-dimensional, environmentally-friendly package for eight of the biscuits) and evaluate their decisions with reference to design brief specifications. They develop greater spatial awareness, are encouraged to think flexibly, and represent their ideas using two- and three-dimensional hand- and computer-assisted drawing and modelling techniques including the use of appropriate technical language. They further explore the properties and characteristics of materials/ingredients, and carry out tests to determine their suitability for intended products and/or systems.

In developing their understanding of systems, students learn about open- and closed-loop systems, and their control and the components used to make basic automated system; and energy sources (renewable and non-renewable) and forms that power systems. They explore how technological systems can convert energy and magnify force.

Students learn how design elements and principles can enhance their design work. Students refer to design briefs to consider and investigate aspects of function and aesthetics. They also consider how social, cultural, economic and environmental factors influence the development of their design ideas. They trial and make products and systems based on their design concepts, justifying changes in their thinking as they design, develop and evaluate products and systems, and recognise the right of others to perceive things differently.

Students further develop an understanding of the creative problem solving process. Individually and collaboratively, they apply imaginative and innovative strategies to develop creative design options, including those that are not immediately obvious, and plans for production.

Students continue to develop a variety of drawing and modelling techniques and computer assisted methods to visualise design ideas and concepts, and generate alternative options. After selecting and justifying the best design option, they develop a logically sequenced outline of the major stages of production and a list of materials/ingredients and/or systems components and quantities required. Students use numeracy skills to calculate quantities, sizes and/or expected outputs. They produce the product/system, using tools, equipment, machines and materials/ingredients safely and wear personal protective clothing and equipment if appropriate. Students develop a basic understanding of the risk assessment process. With direction, they choose and use increasingly complex production techniques and equipment; for example, a soldering iron, wire cutters, a food processor and electric beater, a hand plane, pedestal drill, overlocker, and report faults with tools and equipment. They reflect on and record the progress of their production activities, and make changes if required.

Concentrating on the aesthetic, functional features and/or performance of the product/system, students consider how it, and the processes used to develop it, could be improved, and compare it to other similar products/systems. They discuss and develop evaluation criteria to analyse and evaluate their completed product/system and consider the social and environmental impacts of their own and others' products. They analyse and evaluate an innovative, recently developed and commercially available product or system and consider its benefits and drawbacks to user/consumer and manufacturer/producer.

Standards

Investigating and designing

Design, Creativity and Technology

At Level 8, students use various strategies and sources of information to investigate and research a range of factors relevant to more sophisticated design briefs to which they have contributed. During the design process they clarify their understanding of design brief requirements and their design ideas by gathering, responding to and providing feedback to others. They develop evaluation criteria from the design brief to inform their judgments during the design process. They use a variety of drawing and modelling techniques to visualise design ideas and concepts. Students demonstrate understanding of design elements and principles and use appropriate technical language.

Students understand and logically sequence major stages of production, and calculate and list materials/ingredients and quantities needed for production. They record and communicate their ideas using a variety of media that includes information and communications technology equipment, techniques and procedures.

Producing

At Level 8, students work safely/hygienically with a range of tools and equipment, including some which are complex, and manage materials/ingredients, components and processes to produce products and systems, taking full account of the appropriateness of their properties, characteristics or expected outputs in meeting requirements of design briefs.

They make modifications during production, providing a sound explanation for changes that demonstrates reflection, research, responsiveness to feedback, and use of evaluation criteria.

Analysing and evaluating

At Level 8, students select appropriate equipment and techniques to safely test and evaluate the performance of their products/systems. They suggest modifications to improve their products/systems in light of evaluation of their performance, function and appearance. They recommend improvements to the performance, function and appearance of others' product/systems. They describe and analyse the social and environmental impacts of their own and others' designs, products and technological systems.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Design, Creativity and Technology, they specialise in a specific area of design and technology. Specialisations could focus on specific materials areas (such as wood, metal, plastics, food, ceramics or textiles) or technological systems (such as computer-controlled systems, electronics or mechanisms or combinations of these), or particular design/technology areas (such as home economics, fashion, robotics, furniture, agriculture and horticulture).

They continue to pose and define design problems by working with a variety of design briefs within various contexts including those that have transferability into the workplace and broader community.

Students develop design briefs within open-ended design guidelines. Referring to the design brief, they consider and investigate aspects of function and aesthetics. Students become discerning and discriminating thinkers, able to address controversial, complex and ethical design and technology issues and dilemmas, such as trade-offs in the selection and use of materials. They further develop the capacity to model, assemble and disassemble products and systems, and communicate their ideas verbally, and with two-dimensional drawing and three-dimensional modelling, including computer-aided design (CAD).

Students, individually and in teams, investigate systematic and creative and critical thinking approaches for generating innovative technological products (for example, educational games, toys or equipment for a local kindergarten, or a solar model car), including time and resource management. They explore and assess the past, and potential future, consequences of technology on society, culture and the environment.

Using annotations (including the use of appropriate technical language) and through discussion, students explain and justify design features, characteristics and properties of selected materials/ingredients, systems components and their interrelationships, performance, energy requirements and production techniques in relation to the design brief. Students at this level are open to the iterative nature of the design process and the importance of continuous reflection when addressing design and technology situations and problems. They develop an increasing range of investigation (including testing), questioning and checking techniques when investigating, designing, planning and evaluating products and systems.

Students safely and efficiently construct products, models or prototypes to specifications and standards. They make decisions about safety precautions and wear personal protective clothing and equipment when necessary. Students further develop skills in using a range of techniques, equipment, tools, some of which are complex; for example, the lathe, computer-aided milling machine, and vacuum former. They also develop skills in using suitable materials/ingredients and/or systems components (or combine simple sub-systems to produce more complex systems) to specified levels of accuracy and precision, and with consideration to risk assessment processes. They are encouraged to make adjustments to tools and equipment and carry out basic maintenance. They learn to use time and resources economically and try to minimise waste.

Students are encouraged to document their design, production and evaluation activities in an electronic or manually-produced portfolio. They participate in and lead discussions on evaluating their own and other people's thinking in relation to creative and innovative products. Through creative processes, reflection and evaluation, they examine and acknowledge a range of perspectives, and consider the value of diverse opinions about design and technology.

Design, Creativity and Technology

Students develop appropriate evaluation criteria and use them to assess design ideas, choice of materials/ingredients and/or systems components, production techniques and/or performance of a system. They learn to analyse and evaluate a new material or process and discuss innovation and emerging technologies in primary industry or the manufacturing industry.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Design, Creativity and Technology, they specialise in a specific area of design and technology. Specialisations could focus on specific materials areas (such as wood, metal, plastics, food, ceramics or textiles) or technological systems (such as computer-controlled systems, electronics or mechanisms or combinations of these), or particular design/technology areas (such as home economics, fashion, robotics, furniture, agriculture and horticulture).

They continue to pose and define design problems by working with a variety of design briefs within various contexts including those that have transferability into the workplace and broader community.

Students develop design briefs within open-ended design guidelines. Referring to the design brief, they consider and investigate aspects of function and aesthetics. Students become discerning and discriminating thinkers, able to address controversial, complex and ethical design and technology issues and dilemmas, such as trade-offs in the selection and use of materials. They further develop the capacity to model, assemble and disassemble products and systems, and communicate their ideas verbally, and with two-dimensional drawing and three-dimensional modelling, including computer-aided design (CAD).

Students, individually and in teams, investigate systematic and creative and critical thinking approaches for generating innovative technological products (for example, educational games, toys or equipment for a local kindergarten, or a solar model car), including time and resource management. They explore and assess the past, and potential future, consequences of technology on society, culture and the environment.

Using annotations (including the use of appropriate technical language) and through discussion, students explain and justify design features, characteristics and properties of selected materials/ingredients, systems components and their interrelationships, performance, energy requirements and production techniques in relation to the design brief. Students at this level are open to the iterative nature of the design process and the importance of continuous reflection when addressing design and technology situations and problems. They develop an increasing range of investigation (including testing), questioning and checking techniques when investigating, designing, planning and evaluating products and systems.

Students safely and efficiently construct products, models or prototypes to specifications and standards. They make decisions about safety precautions and wear personal protective clothing and equipment when necessary. Students further develop skills in using a range of techniques, equipment, tools, some of which are complex; for example, the lathe, computer-aided milling machine, and vacuum former. They also develop skills in using suitable materials/ingredients and/or systems components (or combine simple sub-systems to produce more complex systems) to specified levels of accuracy and precision, and with consideration to risk assessment processes. They are encouraged to make adjustments to tools and equipment and carry out basic maintenance. They learn to use time and resources economically and try to minimise waste.

Students are encouraged to document their design, production and evaluation activities in an electronic or manually-produced portfolio. They participate in and lead discussions on evaluating their own and other people's thinking in relation to creative and innovative products. Through creative processes, reflection and evaluation, they examine and acknowledge a range of perspectives, and consider the value of diverse opinions about design and technology.

Design, Creativity and Technology

Students develop appropriate evaluation criteria and use them to assess design ideas, choice of materials/ingredients and/or systems components, production techniques and/or performance of a system. They learn to analyse and evaluate a new material or process and discuss innovation and emerging technologies in primary industry or the manufacturing industry.

Standards

Investigating and designing

At Level 10, students identify considerations and constraints within a design brief. They undertake research relevant to the design brief. They locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups. When designing, they generate a range of alternative possibilities, use appropriate technical language, and justify their preferred option, explaining how it provides a solution to the problem, need or opportunity. They make critical decisions on materials/ingredients, systems components and techniques based on their understanding of the properties and characteristics of materials/ingredients and/or of the relationship between inputs, processes and outputs. They effectively use information and communications technology equipment, techniques and procedures to support the development of their design and planning. Students take account of function and performance, energy requirements, aesthetics, costs, and ethical and legal considerations that address the requirements of design briefs. They identify a range of criteria for evaluating their products and/or technological systems. Students plan a realistic and logical sequence of the production stages, incorporating time, cost and resources needed for production.

Producing

At Level 10, students implement a range of production processes accurately, consistently, safely/hygienically and responsibly, and select and use personal protective clothing and equipment when necessary. They produce products/systems using complex tools, equipment, machines, materials/ingredients and/or systems components with precision. They clearly explain decisions about the suitability of materials/ingredients, systems components, energy requirements and production techniques based on their understanding of the properties and characteristics of materials/ingredients, and the inputs, processes and outputs of systems.

In response to changing circumstances, they adapt their methods of production and provide a sound explanation for deviation from the design proposal. They make products/systems that meet the quality, aesthetic, functionality and performance requirements outlined in the design brief.

Analysing and evaluating

At Level 10, students use evaluation criteria they have previously developed, and critically analyse processes, materials/ingredients, systems components and equipment used, and make appropriate suggestions for changes to these that would lead to an improved outcome. They use a range of suitable safe testing methods in this analysis. They relate their findings to the purpose for which the product and/or system was designed and the appropriate and ethical use of resources.

They synthesise data, analyse trends and draw conclusions about the social, cultural, legal and environmental impacts of their own and others' designs and the products/systems, and evaluate innovative new technology in the manufacturing industry.

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Rationale

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

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

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

Aims

The Australian Curriculum: English aims to ensure that students:

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

Content Structure

The Australian Curriculum: English Foundation to Level 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- **Language:** knowing about the English language
- **Literature:** understanding, appreciating, responding to, analysing and creating literature
- **Literacy:** expanding the repertoire of English usage.

Strands and sub-strands

Content descriptions in each strand are grouped into sub-strands that, across the levels, present a sequence of development of knowledge, understanding and skills. The sub-strands are:

Language

Literature

Literacy

Language variation and change	Literature and context	Texts in context
Language for interaction	Responding to literature	Interacting with others
Text structure and organisation	Examining literature	Interpreting, analysing and evaluating
Expressing and developing ideas	Creating literature	Creating texts
Sound and letter knowledge		

Texts

Texts provide the means for communication. They can be written, spoken or multimodal, and in print or digital/online forms. Multimodal texts combine language with other means of communication such as visual images, soundtrack or spoken word, as in film or computer presentation media. Texts provide important opportunities for learning about aspects of human experience and about aesthetic value. Many of the tasks that students undertake in and out of school involve understanding and producing imaginative, informative and persuasive texts, media texts, everyday texts and workplace texts.

The term 'literature' refers to past and present texts across a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes literary texts is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic value and potential for enriching students' scope of experience. Literature includes a broad range of forms such as novels, poetry, short stories and plays; fiction for young adults and children, multimodal texts such as film, and a variety of non-fiction. Literary texts also include excerpts from longer texts. This enables a range of literary texts to be included within any one level for close study or comparative purposes.

English educators use many ways of categorising texts. The descriptions of texts used in the Australian Curriculum: English are based on practical as well as conceptual considerations. The specific designation of a strand labelled 'literature' is aimed at encouraging teachers working at all levels not only to use texts conventionally understood as 'literary', but also to engage students in examining, evaluating and discussing texts in increasingly sophisticated and informed 'literary' ways.

The usefulness of distinctions among types of texts relates largely to how clearly at each level these distinctions can guide the selection of materials for students to listen to, read, view, write and create, and the kinds of purposeful activities that can be organised around these materials.

The language modes

The processes of listening, speaking, reading, viewing and writing, also known as language modes, are interrelated and the learning of one often supports and extends learning of the others. To acknowledge these interrelationships, content descriptions in each strand of the Australian Curriculum: English incorporate the processes of listening, speaking, reading, viewing and writing in an integrated and interdependent way.

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

Content descriptions can also be viewed by these processes or language modes. In this aspect, each content description has been placed in the mode in which a major focus of its learning occurs. Content descriptions can be filtered to identify all relevant processes or language modes.

Level descriptions

Level descriptions have three functions. First, they emphasise the interrelated nature of the three strands and the expectation that planning an English program will involve integration of content from the strands. Second, they provide information about the learning contexts that are appropriate at each level for learning across the Language, Literature and Literacy strands. Third, they provide an overview of the range of texts to be studied and an indication of their complexity and key features. They also describe differences in the texts that students create. In the early levels, development in reading and writing is rapid and clear distinctions in text complexity can be made so descriptions are written for each level at Foundation, 1 and 2. In Levels 3–10, the two-level description provides for greater flexibility.

Content descriptions

The Australian Curriculum: English includes content descriptions at each level. These describe the knowledge, understanding, skills and processes that teachers are expected to teach and students are expected to learn, but do not prescribe approaches to teaching. Learning in English is recursive and cumulative, and builds on concepts, skills and processes developed in earlier levels. Nevertheless, the content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one level may be revisited, strengthened and extended at later levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Level 10 to illustrate and exemplify content and assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A [glossary](#) is provided to support a common understanding of key terms in the content descriptions.

Language: knowing about the English language

In the **Language** strand, students develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, including spelling, grammar and punctuation at the levels of the word, sentence and extended text, and they study the connections between these levels. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.

Language

Language variation and change: Students learn that languages and dialects are constantly evolving due to historical, social and cultural changes, demographic movements and technological innovations. They come to understand that these factors, along with new virtual communities and environments, continue to affect the nature and spread of English.

Language for interaction: Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

Text structure and organisation: Students learn how texts are structured to achieve particular purposes; how language is used to create texts that are cohesive and coherent; how texts about more specialised topics contain more complex language patterns and features; and how the author guides the reader/viewer through the text through effective use of resources at the level of the whole text, the paragraph and the sentence.

Expressing and developing ideas: Students learn how, in a text, effective authors control and use an increasingly differentiated range of clause structures, words and word groups, as well as combinations of sound, image, movement, verbal elements and layout. They learn that the conventions, patterns and generalisations that relate to English spelling involve the origins of words, word endings, Greek and Latin roots, base words and affixes.

Sound and letter knowledge: Students develop knowledge about the sounds of English and learn to identify the sounds in spoken words. They learn the letters of the alphabet and how to represent spoken words by using combinations of these letters.

Language

The **Language** strand is based on concepts drawn largely from historical and linguistic accounts of the English language. These approaches draw attention to the ways in which languages change, and to the distinction between language-in-use and language-as-system. These approaches also acknowledge that students' ability to use grammar will exceed their ability to explicitly reflect on grammar. Young children, for example, will use complex sentences before they can explain how these are structured. These approaches, in describing language, also pay attention to both the structure (syntax) and meaning (semantics) at the level of the word, the sentence and the text. The Australian Curriculum: English uses standard grammatical terminology within a contextual framework, in which language choices are seen to vary according to the topics at hand, the nature and proximity of the relationships between the language users, and the modalities or channels of communication available. This strand informs the planning and conduct of teaching and learning activities in English and provides resources that connect to key concepts and skills in the other strands.

Literature: understanding, appreciating, responding to, analysing and creating literature

The Literature strand aims to engage students in the study of literary texts of personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention. Texts are chosen because they are judged to have potential for enriching the lives of students, expanding the scope of their experience, and because they represent effective and interesting features of form and style. Learning to appreciate literary texts and to create their own literary texts enriches students' understanding of human experiences and the capacity for language to deepen those experiences. It builds students' knowledge about how language can be used for aesthetic ends, to create particular emotional, intellectual or philosophical effects. Students interpret, appreciate, evaluate and create literary texts such as short stories, novels, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online forms. Texts recognised as having enduring artistic and cultural value are drawn from world and Australian literature. These include the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, texts from Asia, texts from Australia's immigrant cultures and texts of the students' choice.

Literature

Literature and context: Students learn how ideas and viewpoints about events, issues and characters that are expressed by authors in texts are drawn from and shaped by different historical, social and cultural contexts.

Responding to literature: Students learn to identify personal ideas, experiences and opinions about literary texts and discuss them with others. They learn how to recognise areas of agreement and difference, and how to develop and refine their interpretations through discussion and argument.

Examining literature: Students learn how to explain and analyse the ways in which stories, characters, settings and experiences are reflected in particular literary genres, and how to discuss the appeal of these genres. They learn how to compare and appraise the ways authors use language and literary techniques and devices to influence readers. They also learn to understand, interpret, discuss and evaluate how certain stylistic choices can create multiple layers of interpretation and effect.

Creating literature: Students learn how to use personal knowledge and literary texts as starting points to create imaginative writing in different forms and genres and for particular audiences. Using print, digital and online media, students develop skills that allow them to convey meaning, address significant issues and heighten engagement and impact.

Literature

There are many approaches to the study of literature. In the Australian Curriculum: English the sources drawn on most substantially include:

- cultural studies, with emphasis on the different ways in which literature is significant in everyday life
- structuralism, with its emphasis on close analysis of literary works and the key ideas on which they are based; for example, the detailed stylistic study of differing styles of literary work
- comparativism, with its emphasis on comparisons of works of literature from different language, ethnic and cultural backgrounds
- historicism, with its emphasis on exploring the relationships between historical, cultural and literary traditions.

The **Literature** strand also gives students the opportunity to study the processes by which certain literary works become 'prized' and 'perennial', the 'valuing' process itself, and why it is that most cultures have works they cherish. The approach to learning in this strand is not to present students with an English literary canon that is a static entity, but rather to invite their curiosity about, and develop an increasingly specialised inquiry into, the historical, cultural and aesthetic processes by which works come to be regarded as valued and cherished.

Literacy: expanding the repertoire of English usage

The **Literacy** strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally. Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study. Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

Literacy

Texts in context: Students learn that texts from different cultures or historical periods may reveal different patterns in how they go about narrating, informing and persuading.

Interacting with others: Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

Interpreting, analysing, evaluating: Students learn to comprehend what they read and view by applying growing contextual, semantic, grammatical and phonic knowledge. They develop more sophisticated processes for interpreting, analysing, evaluating and critiquing ideas, information and issues from a variety of sources. They explore the ways conventions and structures are used in written, digital, multimedia and cinematic texts to entertain, inform and persuade audiences, and they use their growing knowledge of textual features to explain how texts make an impact on different audiences.

Creating texts: Students apply knowledge they have developed in other strands and sub-strands to create with clarity, authority and novelty a range of spoken, written and multimodal texts that entertain, inform and persuade audiences. They do so by strategically selecting key aspects of a topic as well as language, visual and audio features. They learn how to edit for enhanced meaning and effect by refining ideas, reordering sentences, adding or substituting words for clarity, and removing repetition. They develop and consolidate a handwriting style that is legible, fluent and automatic, and that supports sustained writing. They learn to use a range of software programs including word processing software, selecting purposefully from a range of functions to communicate and create clear, effective, informative and innovative texts.

Literacy

The Literacy strand takes account of approaches to literacy learning that are based on the development of skills, social and psychological growth, and critical and cultural analysis. These approaches hold that the technical, intellectual and cultural resources related to competence in literacy have developed to serve the big and small practical, everyday communication purposes associated with living and participating in societies such as contemporary Australia. These technical, intellectual and cultural resources include:

- fluency in the sound–letter correspondences of English
- an expanding reading, writing and speaking vocabulary and a grasp of grammatical and textual patterns sufficient to understand and learn from texts encountered in and out of school, and to create effective and innovative texts
- fluency and innovation in reading, viewing and creating texts in different settings
- the skill and disposition needed to analyse and understand the philosophical, moral, political and aesthetic bases on which many texts are built
- an interest in expanding the range of materials listened to, viewed and read, and in experimenting with innovative ways of expressing increasingly subtle and complex ideas through texts.

Relationships between the strands

Each strand contributes to the study of English its own distinctive goals, body of knowledge, history of ideas and interests, and each relates to material worth studying in its own right. Teaching, learning and assessment programs should balance and integrate the three strands in order to support the development of knowledge, understanding and skills. The key focal point for a unit of work or a learning activity may arise from any one of the strands, but the intention is that units and activities draw on all three strands in ways that are integrated and clear to learners.

English across Foundation to Level 10

Although the curriculum is described by level, this document provides advice by level and age, on the nature of learners and the relevant curriculum:

- Foundation – Level 2: typically students from 5 to 8 years of age
- Levels 3–6: typically students from 8 to 12 years of age
- Levels 7–10: typically students from 12 to 16 years of age.

Foundation – Level 2

Students bring with them to school a wide range of experiences with language and texts. These experiences are included in the curriculum as valid ways of communicating and as rich resources for further learning about language, literature and literacy. From Foundation to Level 2, students engage with purposeful listening, reading, viewing, speaking and writing activities for different purposes and contexts.

The curriculum in these levels aims to extend the abilities of students prior to school learning and to provide the foundation needed for continued learning. The study of English from Foundation to Level 2 develops students' skills and disposition to expand their knowledge of language as well as strategies to assist that growth. It aims to do this through pleasurable and varied experiences of literature and through the beginnings of a repertoire of activities involving listening, viewing, reading, speaking and writing.

Levels 3 – 6

Students practise, consolidate and extend what they have learned. They develop an increasingly sophisticated understanding of grammar and language, and are increasingly able to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced. This deeper understanding includes more explicit metalanguage, as students learn to classify words, sentence structures and texts. To consolidate both 'learning to read and write' and 'reading and writing to learn', students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts.

Levels 7 – 10

Students continue to practise, consolidate and extend what they have learned from previous levels. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

The notion of valuing certain texts as 'literature' is introduced. Students learn how such texts can be discussed and analysed in relation to themes, ideas and historical and cultural contexts.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

The [AusVELS - English Scope and Sequence chart](#) is available from the VCAA website.

Achievement standards

Across Foundation to Level 10, achievement standards indicate the quality of learning students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Level 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard. Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Level 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

In the interim, advice about how to use the curriculum with students with special education needs is [available here](#) and [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, a significant group of these learners leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: English are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the English curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow English teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the English learning area for all.

In the interim, advice about how to use the curriculum with EAL/D students is [available here](#).

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: English values Aboriginal and Torres Strait Islander histories and cultures. It articulates relevant aspects of Aboriginal and Torres Strait Islander languages, literatures and literacies.

All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative) as well as contemporary literature. Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features.

Students will be taught that there are many languages and dialects spoken in Australia including Aboriginal English and Yumplatok (Torres Strait Islander Creole) and that these languages may have different writing systems and oral traditions. These languages can be used to enhance enquiry and understanding of English literacy.

Asia and Australia's engagement with Asia

In the Australian Curriculum: English, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English enables students to explore and appreciate the diverse range of traditional and contemporary texts from and about the peoples and countries of Asia, including texts written by Australians of Asian heritage. It enables students to understand how Australian culture and the English language have been influenced by the many Asian languages used in Australian homes, classrooms and communities.

In this learning area, students draw on knowledge of the Asia region, including literature, to influence and enhance their own creative pursuits. They develop communication skills that reflect cultural awareness and intercultural understanding.

Sustainability

In the Australian Curriculum: English, the priority of sustainability provides rich and engaging contexts for developing students' abilities in listening, speaking, reading, viewing and writing.

The Australian Curriculum: English assists students to develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice.

In this learning area, students may interrogate a range of texts to shape their decision making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Foundation Level

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit, strengthen and develop these as needed.


In the Foundation level, students communicate with peers, teachers, known adults, and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform. These include traditional oral texts, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, multimodal texts and dramatic performances. They participate in shared reading, viewing and storytelling using a range of literary texts, and recognise the entertaining nature of literature.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend Foundation students as beginner readers include predictable texts that range from caption books to books with one or more sentences per page. These texts involve straightforward sequences of events and everyday happenings with recognisable, realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest; a small range of language features, including simple and compound sentences; mostly familiar vocabulary, known high- frequency words and single-syllable words that can be decoded phonically, and illustrations that strongly support the printed text.

Students create a range of imaginative, informative and persuasive texts including pictorial representations, short statements, performances, recounts and poetry.

Reading and viewing	Writing	Speaking and listening
Language	Language	Language
Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)	Understand that some language in written texts is unlike everyday spoken language (ACELA1431)	Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426) 

Recognise that sentences are key units for expressing ideas (ACELA1435)

Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high-frequency sight words and known words (ACELA1758)

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

Recognise that texts are made up of words and groups of words that make meaning (ACELA1434)

Understand that punctuation is a feature of written text different from letters; recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)

Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)

Know how to use onset and rime to spell words (ACELA1438)

Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)

Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, for example directionality (ACELA1433)



Recognise rhymes, syllables and sounds (phonemes) in spoken words (ACELA1439)

Recognise the letters of the alphabet and know there are lower and upper case letters (ACELA1440)

Literature

Literature

Literature

Recognise some different types of literary texts and identify some characteristic features of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)



Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)



Identify some features of texts including events and characters and retell events from a text (ACELT1578)



Literacy

Identify some familiar texts and the contexts in which they are used (ACELY1645)

Identify some differences between imaginative and informative texts (ACELY1648)

Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)

Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)



Share feelings and thoughts about the events and characters in texts (ACELT1783)

Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)



Literacy

Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

Deliver short oral presentations to peers (ACELY1647)



Literacy

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)



Participate in shared editing of students' own texts for meaning, spelling, capital letters and full stops (ACELY1652)

Produce some lower case and upper case letters using learned letter formations (ACELY1653)

Construct texts using software including word processing programs (ACELY1654)

Foundation Level achievement standard

Reading and viewing

By the end of the Foundation level, students use predicting and questioning strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters. They identify the letters of the English alphabet and use the sounds represented by most letters.

Writing

When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form known upper- and lower-case letters.

Speaking and listening

They listen to and use appropriate language features to respond to others in a familiar environment. They listen for rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.

Level 1

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.


In Level 1, students communicate with peers, teachers, known adults and students from other classes.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts designed to entertain and inform. These encompass traditional oral texts including Aboriginal stories, picture books, various types of stories, rhyming verse, poetry, non-fiction, film, dramatic performances, and texts used by students as models for constructing their own texts.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend Level 1 students as independent readers involve straightforward sequences of events and everyday happenings with recognisably realistic or imaginary characters. Informative texts present a small amount of new content about familiar topics of interest and topics being studied in other areas of the curriculum. These texts also present a small range of language features, including simple and compound sentences, some unfamiliar vocabulary, a small number of high-frequency words and words that need to be decoded phonically, and sentence boundary punctuation, as well as illustrations and diagrams that support the printed text.

Students create a variety of imaginative, informative and persuasive texts including recounts, procedures, performances, literary retellings and poetry.

Reading and viewing	Writing	Speaking and listening
<p>Language</p>	<p>Language</p>	<p>Language</p>
<p>Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)</p> 	<p>Understand patterns of repetition and contrast in simple texts (ACELA1448)</p>	<p>Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443)</p>

Identify the parts of a simple sentence that represent 'What's happening?', 'Who or what is involved?' and the surrounding circumstances (ACELA1451)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)



Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links (ACELA1450)

Recognise sound letter — matches including common vowel and consonant digraphs and consonant blends (ACELA1458)

Understand the variability of sound — letter matches (ACELA1459)

Manipulate sounds in spoken words including phoneme deletion and substitution (ACELA1457)

Recognise and know how to use morphemes in word families for example 'play' in 'played' and 'playing' (ACELA1455)

Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)

Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)

Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)

Know that regular one-syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and how to use visual memory to write high-frequency words (ACELA1778)

Literacy

Respond to texts drawn from a range of cultures and experiences (ACELY1655)



Describe some differences between imaginative informative and persuasive texts (ACELY1658)

Read supportive texts using developing phrasing, fluency, contextual, semantic, grammatical and phonic knowledge and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)

Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

Literature

Recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)



Literature

Express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)

Discuss how authors create characters using language and images (ACELT1581)



Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584)

Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (ACELT1585)



Literacy

Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation (ACELY1662)

Write using unjoined lower case and upper case letters (ACELY1663)

Construct texts that incorporate supporting images using software including word processing programs (ACELY1664)

Literacy

Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)

Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace (ACELY1788)

Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)

Level 1 achievement standard

Reading and viewing

By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify the language features, images and vocabulary used to describe characters and events. Students read aloud, with developing fluency and intonation, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts.

Writing

When writing, students provide details about ideas or events. They accurately spell words with regular spelling patterns and use capital letters and full stops. They correctly form all upper- and lower-case letters.

Speaking and listening

They listen to others when taking part in conversations using appropriate language features. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations of a few connected sentences on familiar and learned topics.

Level 2

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.


In Level 2, students communicate with peers, teachers, students from other classes, and community members.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts, picture books, various types of print and digital stories, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend Level 2 students as independent readers involve sequences of events that span several pages and present unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts include language features such as varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive texts including imaginative retellings, reports, performances, poetry and expositions.

Reading and viewing	Writing	Speaking and listening
<p>Language</p>	<p>Language</p>	<p>Language</p>
<p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</p>	<p>Understand how texts are made cohesive through resources, for example word associations, synonyms, and antonyms (ACELA1464)</p>	<p>Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)</p>
		

Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams, for example timelines (ACELA1466)

Recognise that capital letters signal proper nouns and commas are used to separate items in lists (ACELA1465)

Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (ACELA1461)

Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction (ACELA1467)

Understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words (ACELA1471)

Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)

Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)

Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)



Understand that nouns represent people, places, things and ideas and can be, for example, common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives (ACELA1468)

Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)

Recognise common prefixes and suffixes and how they change a word's meaning (ACELA1472)

Literature

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)



Literature

Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)

Literature

Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)



Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)



Compare opinions about characters, events and settings in and between texts (ACELT1589)

Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)



Literacy

Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)



Literacy

Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

Literacy

Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)

Identify the audience of imaginative, informative and persuasive texts (ACELY1668)



Reread and edit text for spelling, sentence-boundary punctuation and text structure (ACELY1672)

Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)

Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self-correcting (ACELY1669)

Write legibly and with growing fluency using unjoined upper case and lower case letters (ACELY1673)

Rehearse and deliver short presentations on familiar and new topics (ACELY1667)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)

Level 2 achievement standard

Reading and viewing

By the end of Level 2 students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content.

Writing

Students create texts that show how images support the meaning of the text. They accurately spell familiar words and attempt to spell less familiar words and use punctuation accurately. They legibly write unjoined upper- and lower-case letters.

Speaking and listening

They listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.

Level 3

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.



In Levels 3 and 4, students communicate with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is to entertain, as well as texts designed to inform and persuade. These encompass traditional oral texts including picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a range of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Reading and viewing	Writing	Speaking and listening
<p>Language</p>	<p>Language</p>	<p>Language</p>
<p>Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)</p>	<p>Understand that paragraphs are a key organisational feature of written texts (ACELA1479)</p>	<p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p> <p> </p>

Identify the features of online texts that enhance navigation (ACELA1790)

Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement (ACELA1481)

Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)

Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)

Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)

Examine how evaluative language can be varied to be more or less forceful (ACELA1477)



Recognise high frequency sight words (ACELA1486)

Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACELA1485)

Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)



Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

Literature

Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)



Literature

Create imaginative texts based on characters, settings and events from students’ own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

Literature

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons (ACELT1594)



Develop criteria for establishing personal preferences for literature (ACELT1598)

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)



Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)

Discuss the nature and effects of some language devices used to enhance meaning and shape the reader's reaction, including rhythm and onomatopoeia in poetry and prose (ACELT1600)



Literacy

Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Literacy

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print, and multimodal elements appropriate to the audience and purpose (ACELY1682)

Literacy

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)

Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)

Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)

Write using joined letters that are clearly formed and consistent in size (ACELY1684)

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)



Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)



Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)

Level 3 achievement standard

Reading and viewing

By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They identify literal and implied meaning connecting ideas in different parts of a text. They select information, ideas and events in texts that relate to their own lives and to other texts.

Writing

Their texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge of sounds and high frequency words to spell words accurately, checking their work for meaning. They legibly write using consistently sized joined letters.

Speaking and listening

Students listen to others' views and respond appropriately. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.

Level 4

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.


In Levels 3 and 4, students experience learning in familiar contexts and a range of contexts that relate to study in other areas of the curriculum. They interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view and interpret spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These encompass traditional oral texts including Aboriginal stories, picture books, various types of print and digital texts, simple chapter books, rhyming verse, poetry, non-fiction, film, multimodal texts, dramatic performances, and texts used by students as models for constructing their own work.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 3 and 4 as independent readers describe complex sequences of events that extend over several pages and involve unusual happenings within a framework of familiar experiences. Informative texts present new content about topics of interest and topics being studied in other areas of the curriculum. These texts use complex language features, including varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and words that need to be decoded phonically, and a variety of punctuation conventions, as well as illustrations and diagrams that both support and extend the printed text.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, poetry and expositions.

Reading and viewing	Writing	Speaking and listening
Language	Language	Language
Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives (ACELA1491)	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)
		

Identify features of online texts that enhance readability including text, navigation, links, graphics and layout (ACELA1793)

Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases (ACELA1493)

Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488)



Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)

Incorporate new vocabulary from a range of sources into students' own texts including vocabulary encountered in research (ACELA1498)

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)



Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity (ACELA1495)

Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)

Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)

Recognise homophones and know how to use context to identify correct spelling (ACELA1780)

Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech (ACELA1492)

Literature

Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)

Literature

Create literary texts by developing storylines, characters and settings (ACELT1794)

Literature

Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603)

Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)



Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)

Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)

Literacy

Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)

Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690)

Create literary texts that explore students' own experiences and imagining (ACELT1607)

Literacy

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)



Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)

Literacy

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)



Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)

Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies for example monitoring meaning, cross checking and reviewing (ACELY1691)

Write using clearly-formed joined letters, and develop increased fluency and automaticity (ACELY1696)

Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)



Level 4 achievement standard

Reading and viewing

By the end of Level 4, students understand that texts have different structures depending on the purpose and audience. They explain how language features, images and vocabulary are used to engage the interest of audiences. They describe literal and implied meaning connecting ideas in different texts. They express preferences for particular texts, and respond to others' viewpoints.

Writing

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, editing their work to improve meaning.

Speaking and listening

Students listen for key points in discussions. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

Level 5

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.



In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction, and dramatic performances.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, reviews, explanations and discussions.

Reading and viewing	Writing	Speaking and listening
Language	Language	Language
Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)  

Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)

Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause (ACELA1507)

Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)



Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers' interpretations (ACELA1511)

Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea (ACELA1508)

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (ACELA1502)

Understand how to use banks of known words, as well as word origins, prefixes and suffixes, to learn and spell new words (ACELA1513)

Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Recognise uncommon plurals, for example 'foci' (ACELA1514)

Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns (ACELA1506)

Literature

Literature

Literature

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)



Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)



Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)



Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced (ACELT1612)

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes (ACELT1611)



Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences (ACELT1795)

Literacy

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698)

Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)



Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)



Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)



Literacy

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)

Reread and edit student's own and others' work using agreed criteria for text structures and language features (ACELY1705)

Develop a handwriting style that is becoming legible, fluent and automatic (ACELY1706)

Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)

Literacy

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699)

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)

Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)

Level 5 achievement standard

Reading and viewing

By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them.

Writing

Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create a variety of sequenced texts for different purposes and audiences. When writing, they demonstrate understanding of grammar, select specific vocabulary and use accurate spelling and punctuation, editing their work to provide structure and meaning.

Speaking and listening

Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations and contribute actively to class and group discussions, taking into account other perspectives.

Level 6

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.


In Levels 5 and 6, students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret and evaluate spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, junior and early adolescent novels, poetry, non-fiction and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 5 and 6 as independent readers describe complex sequences, a range of non-stereotypical characters and elaborated events including flashbacks and shifts in time. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings. Informative texts supply technical and content information about a wide range of topics of interest as well as topics being studied in other areas of the curriculum. Text structures include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include complex sentences, unfamiliar technical vocabulary, figurative language, and information presented in various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

Reading and viewing	Writing	Speaking and listening
Language	Language	Language
Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Understand that cohesive links can be made in texts by omitting or replacing words (ACELA1520)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (ACELA1515) 

Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)

Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas (ACELA1522)

Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases (ACELA1523)

Understand the uses of objective and subjective language and bias (ACELA1517)

Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)

Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)

Understand the uses of commas to separate clauses (ACELA1521)

Literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)

Literature

Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)

Literature

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)



Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts (ACELT1615)

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse (ACELT1617)

Literacy

Analyse how text structures and language features work together to meet the purpose of a text (ACELY1711)

Analyse strategies authors use to influence readers (ACELY1801)

Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)

Literacy

Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)



Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)



Literacy

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)



Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)

Select, navigate and read texts for a range of purposes, applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)

Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)

Develop a handwriting style that is legible, fluent and automatic and varies according to audience and purpose (ACELY1716)

Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Level 6 achievement standard

Reading and viewing

By the end of Level 6, students understand how the use of text structures can achieve particular effects. They analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it.

Writing

Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar, make considered choices from an expanding vocabulary, use accurate spelling and punctuation for clarity and make and explain editorial choices.

Speaking and listening

Students listen to discussions, clarifying content and challenging others' ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Level 7

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

In Levels 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

Reading and viewing

Writing

Speaking and listening

Language	Language	Language
<p>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</p>	<p>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)</p>	<p>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</p>
<p>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</p>	<p>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)</p>	<p>Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</p>
<p>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</p>	<p>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)</p>	
<p>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</p>	<p>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</p>	
	<p>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</p>	

Literature

Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)



Literature

Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)



Literature

Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)



Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)

Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)

Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)

Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)



Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)

Literacy

Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)

Literacy

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

Literacy

Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)

Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)

Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)

Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)

Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)

Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)

Level 7 achievement standard

Reading and viewing

By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

Writing

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

Speaking and listening

Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience.

Level 8

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

In Levels 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Reading and viewing	Writing	Speaking and listening
<p>Language</p>	<p>Language</p>	<p>Language</p>
<p>Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)</p>	<p>Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)</p>	<p>Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)</p>



Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)

Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)

Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)

Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)

Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)

Literature

Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626)



Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)

Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)

Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)

Literature

Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)

Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)

Literature

Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)

Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628)

Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)

Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)

Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)



Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)

Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)



Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)

Literacy	Literacy	Literacy
<p>Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)</p>	<p>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)</p>	<p>Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)</p>
<p>Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)</p>	<p>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)</p>	<p>Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)</p>
<p>Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)</p>	<p>Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)</p>	<p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)</p>
<p>Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)</p>		
<p>Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)</p>		

Level 8 achievement standard

Reading and viewing

By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints.

Writing

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

Speaking and listening

Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect.

Level 9

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

In Levels 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Reading and viewing	Writing	Speaking and listening
Language	Language	Language
Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)

Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)

Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)

Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)

Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)

Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)

Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)

Literature

Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)



Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)

Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)



Literature

Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)

Literature

Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)



Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)

Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)

Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)

Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)

Literacy

Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)



Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)

Literacy

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)

Literacy

Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)

Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)

Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)



Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)

Level 9 achievement standard

Reading and viewing

By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Speaking and listening

They listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Level 10

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed.

In Levels 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

[The range of literary texts for Foundation to Level 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.](#)

Literary texts that support and extend students in Levels 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Reading and viewing	Writing	Speaking and listening
<p>Language</p>	<p>Language</p>	<p>Language</p>
<p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p>	<p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</p>	<p>Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (ACELA1563)</p>

Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)

Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)

Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (ACELA1569)

Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (ACELA1570)

Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)

Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)

Understand conventions for citing others, and how to reference these in different ways (ACELA1568)

Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)



Literature

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)



Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)

Literature

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814)

Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience (ACELT1815)

Literature

Reflect on, extend, endorse or refute others' interpretations of and responses to literature (ACELT1640)



Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642)

Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (ACELT1774)

Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses (ACELT1643)

Evaluate the social, moral and ethical positions represented in texts (ACELT1812)

Literacy

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)



Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)

Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)

Literacy

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)



Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (ACELY1757)

Literacy

Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)

Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)

Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts
(ACELY1753)

Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user
(ACELY1776)

Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action
(ACELY1751)

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)



Level 10 achievement standard

Reading and viewing

By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

Writing

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

Speaking and listening

Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

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Introduction to Health and Physical Education

The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

This domain is unique in having the potential to impact on the physical, social, emotional and mental health of students. It promotes the potential for lifelong participation in physical activity through the development of motor skills and movement competence, health-related physical fitness and sport education.

Engaging in physical activity, games, sport and outdoor recreation contributes to a sense of community and social connectedness. These are vital components of improved wellbeing.

Students' involvement in physical activity can take many forms, ranging from individual, non-competitive activity through to competitive team games. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students progress from the development of basic motor skills to the performance of complex movement patterns that form part of team games. They learn how developing physical capacity in areas such as strength, flexibility and endurance is related to both fitness and physical performance.

Students progress from learning simple rules and procedures to enable them to participate in movement and physical activity safely, to using equipment safely and confidently. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.

Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.

This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.

Structure of the Health and Physical Education domain

Health and Physical Education

The Health and Physical Education domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details please see [Overview](#)). Each level includes a learning focus statement and a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Health and Physical Education, standards for assessing and reporting on student achievement apply from Foundation to Level 10.

Dimensions

Standards in the Health and Physical Education domain are organised in two dimensions.

- **Movement and physical activity** – from Level 1
- **Health knowledge and promotion** – from Level 3.

Movement and physical activity

The **Movement and physical activity** dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students' confidence in using movement skills and strategies to increase their motivation to become active as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue. It builds understanding of how training and exercise in areas such as strength, flexibility and endurance relate to physical performance.

Health knowledge and promotion

The **Health knowledge and promotion** dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products. They examine the factors that influence food selection and the role of nutrition on health growth and development.

Health and Physical Education

Stages of learning

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Health and Physical Education domain.

Foundation to Level 4 – Laying the foundations

Students in the early levels of schooling experience steady growth; they generally have abundant energy and a sense of adventure. During most of this period there is little difference between boys and girls in height, weight, strength and speed.

Learning in Health and Physical Education lays the foundations for the development of fundamental or basic motor skills that will assist students to participate in physical activity and in a healthy and active lifestyle. Knowledge, skills and behaviours developed in this stage form the basis for future learning, and contribute to a student's physical, social, emotional and cognitive development and wellbeing.

During this stage, students begin to develop basic motor skills and movement patterns, including locomotor and manipulative skills, in a range of movement environments (indoor, outdoor and aquatic). The development of basic motor skills is critical and lays the foundation for future participation in physical activity. Although play has an important role in the contribution to a student's social, emotional and cognitive growth, evidence suggests that playing games is not an effective method for the development of basic motor skills. Teachers should aim to teach for skill mastery rather than just skill awareness. This requires direct teaching of the components of basic motor skills. While attempting to engage students in physical activity through participation in organised games, teachers need to be mindful that the focus of games at this stage should be on specific skill development.

At the beginning of this stage, students develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. Later they develop the capacity to link these skills into more complex and coordinated movement sequences. Towards the end of this stage of learning, students develop increasingly complex motor skills and begin to apply these to appropriately modified games and sport-specific settings. Students will also begin to use basic tactics in appropriately modified games and sport-specific situations, and apply their increasing knowledge of rules to keep games and activities safe.

Students use their newly developed skills while regularly participating in moderate to vigorous activities as part of an active and healthy life. They begin to form understandings about the links between physical activity and health. They also learn that they need energy to maintain their activity levels.

Through participation in physical activity, students develop their movement vocabulary, including motor terms and ways of describing the physical responses of their bodies to movement and feelings associated with participation in physical activity.

Students in the early levels of schooling tend to understand the world by linking new concepts to their own experiences. Their initial exploration of the meaning of health is through their own experiences at home and at school, which provide concrete examples of relationships, food, physical activity, safety, care, illness and changes associated with the transition from home to school.

As students grow and develop, they become more aware of the broader world – of others' views and perspectives, how people differ, and the physical and social environments in which they live, learn and play. They become more skilled at observing what makes familiar environments safe or unsafe and healthy or unhealthy. Their increasing capacity to question allows them to consider how they would respond to different scenarios where their health or safety could be threatened.

Students' increasing attention span, recognition of aspects of the world outside themselves and continuing intellectual curiosity makes them more reflective and able to set their experiences within the broader family and community context. For example, they learn about influences on their choices and actions related to health and physical activity, how they promote feelings of self worth in others, and the characteristics and needs of people at different stages of the human lifespan.

Levels 5 to 8 – Building breadth and depth

Health and Physical Education

During this stage of learning, students begin to develop more complex thinking skills and can apply more abstract thinking strategies to their learning.

Students in these levels of schooling are experiencing rapid personal change, including physical growth, emotional and social development, and sexual development associated with puberty. The different rates at which individuals develop is also a major issue.

The development associated with puberty affects students' involvement in physical activity. Their increasing strength, coordination and control allows them to develop and refine locomotor and manipulative skills through practise and rehearsal, so that they can participate effectively in games, activities and sports. At this stage, students refine basic and complex motor skills and apply them to increasingly complex games, activities and sport-specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve game performance.

Students learn skills such as monitoring intensity during exercise, which help them maintain health-enhancing levels of physical activity. They participate regularly in moderate to vigorous physical activity and explore factors that influence participation.

Their social development helps facilitate cooperation, communication, planning and team development in sports and games, and they consider how these factors can influence participation and performance. They favour working with their peers during learning activities to improve performance, and develop skills in providing constructive feedback to a partner based on performance criteria. They also monitor and analyse their own performance.

Students at this stage acquire descriptive and analytical skills for discussing roles and rules in competitive sports. They undertake a variety of roles in team games, including player, coach, umpire and administrator. They reflect on their experiences and develop an awareness of the responsibilities that accompany leadership roles.

Students at this stage are experiencing significant physical, social and emotional changes associated with puberty. The changes associated with puberty usually occur between the ages of 10 and 14 levels. For a few, puberty may begin as early as 8 or 9 levels and for others it may be much later. The **Health knowledge and promotion** dimension takes into consideration the intense developmental changes that students may experience at this stage. As students increasingly differentiate themselves from their peers, they reflect on the commonly asked question, 'Am I normal?'.

Students' increasing recognition of belonging to a peer group parallels their developing sense of self. They explore how they define their own identity and that of others, including looking at beliefs and generalisations associated with characteristics such as gender, race and religion. They discuss the validity of such classifications. At this stage, they use problem-solving strategies relevant to the health interests and needs of young people, such as issues associated with sexual health and drug use. They discuss and evaluate strategies to minimise harm and protect their own and others' health.

They increasingly identify with groups and communities outside the family, which provides a context for studying the range of peers and social influences on their health-related behaviours, learning about establishing and maintaining relationships and considering views of what is right/wrong, good/bad, acceptable/unacceptable. They begin to see themselves as members of larger communities and to consider factors that affect their own and others' ability to access and use health information, products and services within their local area.

Students regularly engage with new subject matter; for example, discovering the range of influences on food and the importance of nutritional requirements for growth and activity at different stages of life. Accordingly, they learn how to set nutritional goals using food-selection models.

Levels 9 to 10 – Developing pathways

Health and Physical Education

Students engage in authentic and personally meaningful activities that assist in developing pathways for their future. They explore how their learning links to the world around them and applies to specific situations. Importantly, students become more focused on how their learning relates to their personal future.

Students' increasing strength and development allows for greater control and skill in physical activity. Students develop proficiency in a range of high-level movement and manipulative skills; for example, combining several skills simultaneously, devising and employing tactics and strategies to counter tactical challenges. Their increasing skills in planning, observation and analysis allow them to develop and evaluate ways of refining techniques and enhancing their own and others' performance. They are capable of analysing their personal skill level and movement strengths in order to devise effective individual game strategies. They are able to set personal fitness goals and implement plans to achieve these.

They are introduced to new sports that require the learning of new skills, or the adaptation of previously learnt skills in new contexts, and implement ways to improve the quality of their own performance.

Students regularly participate in moderate to vigorous physical activity, set personal fitness goals, develop a fitness program and evaluate its success. However, during this stage of schooling, involvement in physical activity becomes problematic for some students, particularly young women as they experience issues such as body image, social pressures about appropriate behaviour for young people, and competing interests for time.

Students participate in peer teaching or coaching, with a focus on skill development and improvement. They engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for safe participation in these activities. They learn basic first aid skills.

Students at this stage realise that they have some input into factors, views or actions affecting the environment of their classes and their community. They develop an appreciation of the importance of sporting codes of conduct, implementing fair play and modelling good sporting behaviours for younger members of the community. They also assume responsibility for the organisation of a sporting competition.

Students are at a stage when their bodies, emotions and social behaviours are continuing to change rapidly. The **Health knowledge and promotion** dimension acknowledges the social reality of young people. At this stage, young people are acknowledged as sexual beings with feelings and desires that are a normal part of development. They are aware of their developing sexuality, and consider how different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore the assumptions, community attitudes and stereotypes about young people and sexuality. They evaluate policies and practices in relation to sexual harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas. They learn about different views of sexuality and sexual behaviour, rights and responsibilities in relationships, and effective ways of establishing, maintaining and ending relationships.

Students examine the perceptions of challenge, risk and safety in a variety of settings. They examine strategies that promote safety, including those associated with the workplace. They also demonstrate an understanding of how to express independence, and use strategies for being assertive when protecting their own and others' health in their classroom, home and community. They explore issues related to their increasing independence, such as the provision of services through Medicare.

Students develop greater independence. They seek deeper connections between their learning and the world around them. They use health data to explore personal behaviours and community actions that contribute to the health of specific groups. They investigate community facilities available for health and physical fitness activities, and explore how they might use them to maintain their wellbeing.

Safety and sensitive issues in Health and Physical Education

Further considerations

Community concerns and key initiatives

There are various issues that elicit a high level of community awareness and concern. The government sector, business community and many non-government agencies provide and support initiatives that complement the Health and Physical Education domain. The flexibility and contemporary nature of AusVELS allows the incorporation of current and future initiatives as part of the ongoing teaching and learning process. Examples include:

- health promoting schools
- drug education
- water safety: 'Play it Safe by the Water'
- healthy eating and physical activity: 'Go for Your Life'
- road safety
- National Mental Health in Schools Project: 'Mind Matters'.

Safety

The Health and Physical Education domain includes practical activities as well as learning experiences that explore a range of personal issues. Teaching practices need to ensure that careful consideration is given to the physical, social and emotional safety of each individual student at all times. In planning and implementing courses of this nature, teachers should confer with the Principal for relevant procedures, guidelines and documentation.

The importance of safety in the Health and Physical Education domain is implicit in each of the dimension so that students are aware of and take a proactive role in the safety of themselves and others.

Sensitive issues

The VCAA recognises that a number of issues within the Health and Physical Education domain need to be handled sensitively.

The partnership between school and home is especially important. The preparation and implementation of the Health and Physical Education curriculum should be consistent with the school ethos, community and parental expectations and prescribed guidelines of the relevant educational sector. The Principal should be consulted to clarify appropriate procedures, guidelines and documentation.

Sexuality Education and AusVELS

Introduction

The Sexuality Education Curriculum Audit Tool assists schools to evaluate their sexuality education curriculum against AusVELS. In using the tool, schools will identify:

- the components of sexuality education that are currently included in the school curriculum
- topics and themes relevant to sexuality education that are not currently addressed in the school curriculum that could be included in the future
- the teaching and learning resources required to support the teaching of specific topics or themes relevant to sexuality education

Health and Physical Education

- the additional skills and support required to implement a comprehensive sexuality education curriculum.

This audit tool focuses on the Health and Physical Education and Interpersonal Development domains which have the strongest curriculum links to sexuality education. Audit pages have been provided for these two domains. Other domains such as English, History, Civics and Citizenship and Science could potentially provide opportunities to address topics relevant to sexuality education. A blank audit format has been provided to allow schools to investigate other domains that may address topics relevant to sexuality education.

Downloads

- [Sexuality Education Curriculum Audit Tool](#) ( PDF - 141KB)

Foundation level

Learning Focus

As students work towards the achievement of Foundation standards in the **Movement and physical activity** dimension, they engage in a variety of physical activities on their own and with their peers, with and without equipment, and in a range of environments (indoor, outdoor and aquatic). They begin to develop basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning. Through a range of activities, such as dance, gymnastics and games, students progressively gain control of their movements in personal and general space, while stationary and moving. They practise a range of movement patterns in aquatic environments such as: wade-in entry to and exit from shallow water; float with a buoyancy aid; perform a basic leg kicking action with a buoyancy aid; recovery from an unaided face down float; glide to a standing position; and be rescued with a rope or stick. They explore ways of moving and developing control when stopping, starting, springing, landing, and changing direction and speed. They respond to movement stimuli such as rhythm, beat, music and words.

They regularly engage in activities described as moderate to vigorous, such as brisk walking or running, active play, swimming, dance, sports and games, which increase student breathing and sweating.

Students begin to develop a movement vocabulary, including movement words, ways of describing the physical responses of their bodies to movement and the feelings associated with participation in physical activity; for example, **hot, tired, sweaty, puffed, excited, scared** and **happy**.

They learn simple rules and procedures for safe movement, and how to follow instructions. They begin to combine movement with the use of equipment. While participating in movement and physical activities, they learn to consider, support and encourage others to share equipment, and to adhere to rules that aid participation and cooperation.

As students work towards the achievement of Level 4 standards in the **Health knowledge and promotion** dimension, they explore basic health needs that must be met to maintain or promote their health and to help them grow and develop. They discuss physical changes as people grow and develop, and describe how their own bodies have changed over time. Students explore their emotions and identify the different ways in which people express and respond to emotions. Students start identifying new things they can do and the responsibilities associated with these. They begin to learn about the development of personal identity.

Students learn to identify those environments where they feel confident and those where they may be afraid or concerned for their safety. They practise how to respond to situations that make them feel unsafe, and learn about who can help them. They learn about local signs and symbols related to safety (for example, traffic signs or symbols on medicines) and explore possible actions to take when they feel threatened or unsafe.

Students are introduced to the basic principles of living an active and healthy life and begin to learn about the importance of eating a variety of foods. They learn about how foods differ in look, taste, feel and smell, and begin to understand how good food choices contribute to an active and healthy life.

Standards

Movement and physical activity

Health and Physical Education

At Foundation, students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and share equipment and space safely.

Health knowledge and promotion

In Health and Physical Education, standards for the **Health knowledge and promotion** dimension are introduced at Level 3.

Level 1

Learning Focus

As students work towards the achievement of Level 2 standards in the **Movement and physical activity** dimension, they participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements), direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise) and level. Levels define the relationship of the body to the floor. Low level activities could include moving close to the floor such as crawling or crab or seal walking, while activities at a higher level involve a greater distance from the floor such as jumping, climbing or activities on a balance bench or bar. They practise a range of movement patterns in aquatic environments. These could include: combining arm and leg movements to move through water on the front and back for 10 metres; performing a torpedo on the front for three to five metres; pushing off the bottom or side of the pool and gliding both with and without flotation aid; and treading water.

They advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences, and create simple movement sequences in response to a variety of stimuli. They begin to adapt movement skills to changing environmental conditions; for example, adapting the technique of bouncing a ball to cater for different surfaces such as asphalt or grass.

Students begin to understand the link between physical activity and health, and learn that they need energy to participate in physical activity. They learn to describe their physiological responses to participation in both moderate and vigorous activity using vocabulary such as **out of breath** and **heart beating faster**. They discuss how activities that make them huff and puff improve heart and lung function.

Students discuss the need for safety rules for equipment use, and practise appropriate safety skills and procedures.

As students work towards the achievement of Level 4 standards in the **Health knowledge and promotion** dimension, they begin learning about how they develop. They explore people's needs at various stages of development and recognise that some needs apply to all stages of life. They describe what they like about themselves, how they are similar to others and how they are unique.

They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations.

With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.

Standards

Movement and physical activity

Health and Physical Education

At Level 1, students are working toward the Level 2 standards.

Health knowledge and promotion

In Health and Physical Education, standards for the **Health knowledge and promotion** dimension are introduced at Level 3.

Level 2

Learning Focus

As students work towards the achievement of Level 2 standards in the **Movement and physical activity** dimension, they participate in a variety of physical activities in a range of environments (indoor, outdoor and aquatic). They explore different actions of the body and begin to understand how these actions affect movement efficiency. They practise basic motor skills such as running, hopping, jumping, skipping, catching, throwing, kicking, rolling, balancing, twisting and turning and are introduced to more complex skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cartwheeling and handstanding. They participate in and develop control over a range of locomotor activities that require a change of speed (such as fast and slow movements), direction (such as up/down, forward/backward, right/left, clockwise/anticlockwise) and level. Levels define the relationship of the body to the floor. Low level activities could include moving close to the floor such as crawling or crab or seal walking, while activities at a higher level involve a greater distance from the floor such as jumping, climbing or activities on a balance bench or bar. They practise a range of movement patterns in aquatic environments. These could include: combining arm and leg movements to move through water on the front and back for 10 metres; performing a torpedo on the front for three to five metres; pushing off the bottom or side of the pool and gliding both with and without flotation aid; and treading water.

They advance from creating and playing games on their own or with a partner to playing in small and large groups. They begin to combine motor skills into movement sequences, and create simple movement sequences in response to a variety of stimuli. They begin to adapt movement skills to changing environmental conditions; for example, adapting the technique of bouncing a ball to cater for different surfaces such as asphalt or grass.

Students begin to understand the link between physical activity and health, and learn that they need energy to participate in physical activity. They learn to describe their physiological responses to participation in both moderate and vigorous activity using vocabulary such as **out of breath** and **heart beating faster**. They discuss how activities that make them huff and puff improve heart and lung function.

Students discuss the need for safety rules for equipment use, and practise appropriate safety skills and procedures.

As students work towards the achievement of Level 4 standards in the **Health knowledge and promotion** dimension, they begin learning about how they develop. They explore people's needs at various stages of development and recognise that some needs apply to all stages of life. They describe what they like about themselves, how they are similar to others and how they are unique.

They begin to identify the benefits of safe behaviours and learn how they can protect and increase their health and safety and the health and safety of others. In considering personal safety issues, they discuss the way various situations and behaviours affect the way they feel, and develop personal responses to such behaviours and situations.

With guidance, they learn to make healthy food choices according to healthy eating models, and to consider the factors that influence their choice of foods. They begin to recognise the importance of variety and frequency of food consumption for an active and healthy life.

Standards

Movement and physical activity

Health and Physical Education

At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmical movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.

Health knowledge and promotion

In Health and Physical Education, standards for the **Health knowledge and promotion** dimension are introduced at Level 3.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Health and Physical Education, they practise and use complex manipulative and locomotor skills in a range of movement environments (indoor, outdoor and aquatic). They practise and develop competency in a range of complex motor skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cart wheeling and handstanding. In aquatic environments they practise a range of movements such as: propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres; and a land-based rescue. They discuss the performance criteria of motor skills and practise observing a partner's performance. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified netball), and athletics activities (for example, discus, shot put and modified versions of jumps), students begin to apply their skills in sport-specific settings. During gymnastics or dance sessions students learn, reproduce and choreograph more complex movement sequences. Students participate in a range of activities that promote health-related fitness components of cardio-respiratory fitness, flexibility and strength and explore the link between health-related fitness and lifestyle activities.

They explore basic games' tactics such as: introducing the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games' settings. They invent games for themselves and others to play, and discuss and practise appropriate safety considerations for these games. Students consider the different tasks undertaken by officials to ensure a game or activity can proceed smoothly. They discuss how all students can have equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

Students learn about outdoor adventure activities to enable them to better understand the nature of outdoor environments and how they can prepare themselves for safe involvement in such activities.

Students examine their physical development in detail; for example, changes in their height. They develop an understanding of human development across the lifespan as a continuous process involving changes and predictable stages such as conception, prenatal, infancy, childhood, adolescence, adulthood and aging. Students learn that while the nature of changes associated with these stages is predictable, the timing will vary for individuals. Students begin to explore how their emotions are affected by the way they view themselves, identifying factors (including the influence of peers and family) that affect, positively or negatively, their sense of identity and self-worth. They learn skills for maintaining and supporting their self-worth. They examine roles and expectations of people which arise from gender, culture and age.

They investigate a variety of scenarios identifying potential hazards and harms at home, at school and in the community, using given criteria such as a home safety checklist. They begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of strategies and skills to reduce harms, prevent accidents and create safe and supportive environments.

Students explore how the school and community contribute to the health of its members, both through the impact of its physical and social environments and through the services and facilities it provides. Examples of facilities and services that contribute to health could include school crossings, safety signs, playgrounds, parks, clubs and a school environment free of bullying.

Health and Physical Education

Students develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the foods they eat with the energy they need for everyday and physical activities. They consider the physiological, social, cultural and economic factors that influence food choice, and the impact of these factors on healthy eating. Examples could include: how taste or mood affects food choice; the impact of meeting nutritional requirements for growth and energy; the influence of peers and family on food choice; popular foods in other countries; and the availability of low cost healthy snacks or lunches. Students reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Health and Physical Education, they practise and use complex manipulative and locomotor skills in a range of movement environments (indoor, outdoor and aquatic). They practise and develop competency in a range of complex motor skills such as leaping, dodging, the over-arm throw, dribbling and striking balls, cart wheeling and handstanding. In aquatic environments they practise a range of movements such as: propelling the body on the front and back using freestyle, backstroke, breaststroke and survival backstroke for 10 to 20 metres; and a land-based rescue. They discuss the performance criteria of motor skills and practise observing a partner's performance. Through modified major games (for example, games with modified rules, equipment, playing field, length of game or numbers on a team such as modified netball), and athletics activities (for example, discus, shot put and modified versions of jumps), students begin to apply their skills in sport-specific settings. During gymnastics or dance sessions students learn, reproduce and choreograph more complex movement sequences. Students participate in a range of activities that promote health-related fitness components of cardio-respiratory fitness, flexibility and strength and explore the link between health-related fitness and lifestyle activities.

They explore basic games' tactics such as: introducing the concepts of attack and defence; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games' settings. They invent games for themselves and others to play, and discuss and practise appropriate safety considerations for these games. Students consider the different tasks undertaken by officials to ensure a game or activity can proceed smoothly. They discuss how all students can have equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

Students learn about outdoor adventure activities to enable them to better understand the nature of outdoor environments and how they can prepare themselves for safe involvement in such activities.

Students examine their physical development in detail; for example, changes in their height. They develop an understanding of human development across the lifespan as a continuous process involving changes and predictable stages such as conception, prenatal, infancy, childhood, adolescence, adulthood and aging. Students learn that while the nature of changes associated with these stages is predictable, the timing will vary for individuals. Students begin to explore how their emotions are affected by the way they view themselves, identifying factors (including the influence of peers and family) that affect, positively or negatively, their sense of identity and self-worth. They learn skills for maintaining and supporting their self-worth. They examine roles and expectations of people which arise from gender, culture and age.

They investigate a variety of scenarios identifying potential hazards and harms at home, at school and in the community, using given criteria such as a home safety checklist. They begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of strategies and skills to reduce harms, prevent accidents and create safe and supportive environments.

Students explore how the school and community contribute to the health of its members, both through the impact of its physical and social environments and through the services and facilities it provides. Examples of facilities and services that contribute to health could include school crossings, safety signs, playgrounds, parks, clubs and a school environment free of bullying.

Students develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the foods they eat with the energy they need for everyday and physical activities. They consider the physiological, social, cultural and economic factors that influence food choice, and the impact of these factors on healthy eating. Examples could include: how taste or mood affects food choice; the impact of meeting nutritional requirements for growth and energy; the influence of peers and family on food choice; popular foods in other countries; and the availability of low cost healthy snacks or lunches. Students reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.

Standards

Movement and physical activity

At Level 4, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.

Health knowledge and promotion

At Level 4, students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Health and Physical Education, they refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water by, for example: swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke); demonstrating sound breathing and stroke techniques; throwing a rope or buoyant object to a person at least five metres from the side of the pool and pulling or instructing them to safety; and performing survival techniques of sculling, treading water, floating and survival strokes for an extended time (four to six minutes), while clothed, in a pool and/or in open water.

Students learn about and experience a variety of outdoor adventure activities in natural environments such as bushwalking and basic orienteering.

As students continue to participate in regular periods of moderate to vigorous physical activity, they explore the training principles for improving components of health related fitness and ways to monitor exercise intensity.

They use strategic thinking, communication and cooperation to enhance performance and participation in order to improve game performance; for example, encouraging tactical awareness of space, force, time, self and others when making games-based decisions. Students begin to set personal goals to improve performance by reflecting on their skill development needs, and explore strategies to achieve them.

Students undertake a variety of roles when participating in modified sports, such as umpire, coach or selector, and are supported in taking responsibility for organising and conducting competitive activities in which decisions are made about procedures, rules and fair play.

Working in groups, they discuss ways to design or modify a simple activity or game, and consider the object of the game, the playing conditions, the scoring and the rules and procedures for its safe conduct.

Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss how their role and responsibilities within the family setting and among friends may change. They discuss reproductive systems, sexual development and sexual maturation. They consider the various ways that people view each other on the basis of characteristics such as gender, race and religion, as well as qualities such as needs, abilities and aspirations. They discuss the validity, advantages and disadvantages of such classifications.

Students develop an understanding of the right to be safe. They learn to describe and assess the strategies for responding to situations that are potentially unsafe, risky or harmful in a range of settings (at home, at school and in the community).

Health and Physical Education

Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others' views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture. Students consider factors that affect their own and others' ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.

They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics, and reflect on how they can be used to assist in decisions about food choices. They learn about the safe and hygienic preparation and storage of food.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Health and Physical Education, they refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water by, for example: swimming competently for a continuous distance of 50 metres (25 meters in freestyle and 25 metres in another stroke); demonstrating sound breathing and stroke techniques; throwing a rope or buoyant object to a person at least five metres from the side of the pool and pulling or instructing them to safety; and performing survival techniques of sculling, treading water, floating and survival strokes for an extended time (four to six minutes), while clothed, in a pool and/or in open water.

Students learn about and experience a variety of outdoor adventure activities in natural environments such as bushwalking and basic orienteering.

As students continue to participate in regular periods of moderate to vigorous physical activity, they explore the training principles for improving components of health related fitness and ways to monitor exercise intensity.

They use strategic thinking, communication and cooperation to enhance performance and participation in order to improve game performance; for example, encouraging tactical awareness of space, force, time, self and others when making games-based decisions. Students begin to set personal goals to improve performance by reflecting on their skill development needs, and explore strategies to achieve them.

Students undertake a variety of roles when participating in modified sports, such as umpire, coach or selector, and are supported in taking responsibility for organising and conducting competitive activities in which decisions are made about procedures, rules and fair play.

Working in groups, they discuss ways to design or modify a simple activity or game, and consider the object of the game, the playing conditions, the scoring and the rules and procedures for its safe conduct.

Students discuss significant transitions between life stages, particularly the changes associated with puberty and the changing roles and responsibilities during these stages. They discuss how their role and responsibilities within the family setting and among friends may change. They discuss reproductive systems, sexual development and sexual maturation. They consider the various ways that people view each other on the basis of characteristics such as gender, race and religion, as well as qualities such as needs, abilities and aspirations. They discuss the validity, advantages and disadvantages of such classifications.

Students develop an understanding of the right to be safe. They learn to describe and assess the strategies for responding to situations that are potentially unsafe, risky or harmful in a range of settings (at home, at school and in the community).

Health and Physical Education

Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others' views about health and suggest what it might mean for certain groups of people; for example, the elderly, people with a disability or those from another culture. Students consider factors that affect their own and others' ability to access and effectively use health information, products and services. They discuss and develop strategies for improving their personal health.

They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics, and reflect on how they can be used to assist in decisions about food choices. They learn about the safe and hygienic preparation and storage of food.

Standards

Movement and physical activity

At Level 6, students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game, and establish rules and procedures for its safe conduct.

Health knowledge and promotion

At Level 6, students identify the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Health and Physical Education, they develop and refine a range of movement and manipulative skills; for example, gymnastics routines and high-level ball skills such as shooting a basket in basketball or spiking a volleyball. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills.

Students develop their swimming stroke techniques and proficiency in a range of water safety skills as they participate within an aquatic environment. This could include: swimming for a continuous distance of 150 metres, changing between freestyle, backstroke, breaststroke or survival backstroke; and while clothed, performing correct survival techniques, including sculling, treading water, floating and survival strokes for an extended period of time in a pool or open water. During participation in a range of outdoor recreation and adventure activities, students develop skills, knowledge and behaviours which enhance safe participation in these activities. For example, as part of a bushwalking activity, students could develop an understanding of appropriate clothing and footwear required and the need for sun protection and access to drinking water.

Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity, and examine factors which influence such participation. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They explore the relationship between their physical activity and nutrition in order to understand how they can maintain physical health. They investigate and address positive and negative motivational factors that influence the value they place on participating in physical activity. They are introduced to the components of performance-related fitness, and learn how to analyse and evaluate sports and activities from this perspective.

Students engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges. Students observe peer performance, developing and using criteria to provide precise feedback about the performance of motor skills and tactics used in a specific sport or game. They also monitor and analyse their own performance.

Students undertake a variety of roles in team games (for example, player, coach, umpire or administrator) and reflect on their experiences. They respect the right of others to participate. They reflect on their own personal and social behaviours in physical activity settings, and how they contribute to creating an inclusive and supportive environment for learning and fair play.

Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience. They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong.

Health and Physical Education

In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes, and religious beliefs. They begin to clarify a cohesive set of personal values and how they could be used to improve their health.

Students describe the health interests and needs of young people as a group, including those related to sexual health (for example, safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (for example, tobacco, alcohol, cannabis use). They explore actions at personal, family and societal levels that help to meet these needs, and identify the influences of individuals and groups. They explore ways of dealing with change, especially the social and emotional aspects of transition from primary to secondary school. They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services.

Students reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence their own food selection. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Health and Physical Education, they develop and refine a range of movement and manipulative skills; for example, gymnastics routines and high-level ball skills such as shooting a basket in basketball or spiking a volleyball. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills.

Students develop their swimming stroke techniques and proficiency in a range of water safety skills as they participate within an aquatic environment. This could include: swimming for a continuous distance of 150 metres, changing between freestyle, backstroke, breaststroke or survival backstroke; and while clothed, performing correct survival techniques, including sculling, treading water, floating and survival strokes for an extended period of time in a pool or open water. During participation in a range of outdoor recreation and adventure activities, students develop skills, knowledge and behaviours which enhance safe participation in these activities. For example, as part of a bushwalking activity, students could develop an understanding of appropriate clothing and footwear required and the need for sun protection and access to drinking water.

Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity, and examine factors which influence such participation. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They explore the relationship between their physical activity and nutrition in order to understand how they can maintain physical health. They investigate and address positive and negative motivational factors that influence the value they place on participating in physical activity. They are introduced to the components of performance-related fitness, and learn how to analyse and evaluate sports and activities from this perspective.

Students engage in activities which develop strategic thinking and tactical knowledge to improve individual and team performance in competitive sports or games. They collaborate with team members planning strategies and practising set plays for responding to games-based tactical challenges. Students observe peer performance, developing and using criteria to provide precise feedback about the performance of motor skills and tactics used in a specific sport or game. They also monitor and analyse their own performance.

Students undertake a variety of roles in team games (for example, player, coach, umpire or administrator) and reflect on their experiences. They respect the right of others to participate. They reflect on their own personal and social behaviours in physical activity settings, and how they contribute to creating an inclusive and supportive environment for learning and fair play.

Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience. They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong.

Health and Physical Education

In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes, and religious beliefs. They begin to clarify a cohesive set of personal values and how they could be used to improve their health.

Students describe the health interests and needs of young people as a group, including those related to sexual health (for example, safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (for example, tobacco, alcohol, cannabis use). They explore actions at personal, family and societal levels that help to meet these needs, and identify the influences of individuals and groups. They explore ways of dealing with change, especially the social and emotional aspects of transition from primary to secondary school. They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services.

Students reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence their own food selection. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Standards

Movement and physical activity

At Level 8, students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

Health knowledge and promotion

At Level 8, students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others' health.

Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.

Students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.

Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm-minimisation strategies. They examine strategies to promote safety such as those associated with occupational health and safety. Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills such as cardiopulmonary resuscitation (CPR), asthma management and sports injury management.

Health and Physical Education

Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role-play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.

Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services. They identify the services provided through Medicare.

Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and investigate factors that influence food choice, such as changes in family life.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills such as a smash in tennis, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.

They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success. They investigate community facilities available for health and physical fitness activities, engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for enhancing safe participation in these activities.

They learn and practise tactics and strategies relevant to the sports and activities in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students participate in peer teaching or coaching situations with a focus on skill development and improvement. They discuss sporting conduct, and implement fair play and good sporting behaviours. They undertake a variety of roles in team games (for example, player, coach, umpire and administrator) and assume responsibility for the organisation of aspects of a sporting competition.

Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others' health.

Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.

Students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.

Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and refine and evaluate harm-minimisation strategies. They examine strategies to promote safety such as those associated with occupational health and safety. Students examine the concept of adventure in outdoor activities as well as perceived and actual risk. They learn basic first aid skills such as cardiopulmonary resuscitation (CPR), asthma management and sports injury management.

Health and Physical Education

Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role-play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.

Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups. Students investigate the work of government departments and non-government bodies in promoting and protecting the health of young people, including laws, policies and provision of health services. They identify the services provided through Medicare.

Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and investigate factors that influence food choice, such as changes in family life.

Standards

Movement and physical activity

At Level 10, students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Health knowledge and promotion

At Level 10, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

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Introduction to The Humanities

The Humanities in Foundation to Level 10 involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

Structure of the Humanities Domain

The Humanities domain is organised as follows:

- The Humanities: Foundation – Level 4 (includes History ^{AC})
- The Humanities: History ^{AC} Levels 5 – 10
- The Humanities: Geography Levels 5 – 10
- The Humanities: Economics Levels 5 – 10

AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)). To view the Humanities History ^{AC} content descriptors and achievement standards for F – 10, go to [The Humanities History ^{AC}](#).

The Humanities (Foundation – Level 2)

At Foundation to Level 2, students are introduced to basic concepts related to history, geography and economics. These concepts are set out in discrete content descriptions and achievement standards for History ^{AC} and under the general umbrella of 'The Humanities' for Geography and Economics. Achievement standards for History ^{AC} are introduced from Foundation. Standards for the rest of the Humanities are introduced from Level 3.

The Humanities (Levels 3 – 4)

The Humanities (3 – 4) includes the History ^{AC} content descriptions and achievement standards for levels 3 - 4. The learning focus and standards for Geography and Economics continue to be set out under the general umbrella of 'The Humanities'.

The Humanities (Levels 5 – 10)

The Humanities (5 - 10) are structured by the separate domains of History, Geography and Economics. The domains of Geography and Economics includes learning focus statements and standards for levels 5 – 10. The domain of History ^{AC} includes content descriptions and achievement standards for levels 5 – 10.

The following provides a summary of the structural elements of the Humanities.

The Humanities - Geography and Economics

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. Standards that focus on historical and geographical knowledge and understanding are introduced at Level 3. Standards for assessing and reporting on student achievement for Economics and Geography are introduced at Level 5.

Dimensions

Standards in the Humanities for Geography and Economics are organised in two **dimensions**:

- Humanities knowledge and understanding
- Humanities skills.

Humanities knowledge and understanding

The **Humanities knowledge and understanding** dimension focuses on key humanities knowledge and concepts. Students learn about their immediate and local community and environment and are introduced to the history and geography of their country and the diversity of culture and environment. Through structured activities they learn the concepts of time – chronology and sequencing, change and continuity – and the spatial concepts of location, distance, scale and distribution.

Humanities skills

The **Humanities skills** dimension focuses on the development of basic inquiry skills including observation, the collection of various types of evidence, asking and answering questions about evidence and presenting information in a variety of ways.

The Humanities - History ^{AC}

Content Descriptions

Content descriptions specify what teachers are expected to teach. Content elaborations are included for History ^{AC}. The content elaborations are intended to provide additional clarity by way of illustrative examples only. They are not statements of mandatory content.

Achievement Standards

Achievement standards describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

Strands

History ^{AC} is organised into two interrelated **strands**:

- Historical knowledge and understanding
- Historical skills

Historical knowledge and understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Level 10 and a focus on world history in the senior secondary levels. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Foundation level

Learning Focus

As students work towards the achievement of Level 4 standards in the Humanities, they draw on their own experience to help them understand the world around them.

Students develop an awareness of spatial concepts through structured experiences within their immediate environment. They investigate the relative location, direction and distance of their home, school, classroom, local parks, shops and other significant features of their environment and begin to understand the geography of their local area. They learn to give and follow simple directions, and describe location relative to other people and places using everyday spatial terms such as front/back, up/down, right/left, near/far, above/below. They draw simple pictorial maps from their developing mental maps of familiar environments.

Students explore how and why natural factors (for example, changes in the weather) and human activities (for example, the closing of a park) affect their lives. They develop basic narratives that link events in their own experience. Participating in activities such as wearing protection from the sun, saving energy, saving water, and recycling, they develop their awareness of environmental issues.

Standards

In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from Level 4.

Foundation Level History^{AC}

The curriculum (content descriptions and achievement standards) for History^{AC} Foundation to Level 4 is located [here](#).

Level 1

Learning Focus

As students work towards the achievement of Level 4 standards in the Humanities they develop their understanding of the local community.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

Standards

In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from level 4.

Level 1 History^{AC}

The curriculum (content descriptions and achievement standards) for History^{AC} Foundation to Level 4 is located [here](#).

Level 2

Learning Focus

As students work towards the achievement of Level 4 standards in the Humanities, they develop their understanding of the local community.

Students develop their awareness of spatial concepts and use terms that demonstrate an understanding of absolute and relative locations. With guidance, they recognise and point to their street, town or city and state on an appropriate map. They recognise the globe as a model representation of Earth and can locate Australia and other places with which they have links. Students learn to identify and name physical features and distinguish them on the basis of variables, including size (scale/height/distribution) and colour. Through observation, they investigate and describe elements of the natural and built environments in their local area.

By observing the characteristics of different places, and prompted by questions, students think about environmental differences, locally and in other parts of Australia and the world, and why these differences exist.

Students are introduced to the concept of resources and their management, and begin to understand how resource use reflects community interdependence and economic sustainability. They begin to understand how local resources are used to make products which meet local people's needs and the needs of people in other places. They also begin to understand that resources from other places may be used to make products locally to meet their needs.

Standards

In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from level 4.

Level 2 History^{AC}

The curriculum (content descriptions and achievement standards) for History^{AC} Foundation to Level 4 is located [here](#).

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in the Humanities, they consider the features and characteristics of their local area and Victoria.

Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

Standards

Humanities knowledge and understanding

At Level 3, students are working toward the Level 4 standards for Humanities.

Humanities skills

At Level 3, students are working toward the Level 4 standards for Humanities.

Level 3 History^{AC}

The curriculum (content descriptions and achievement standards) for History^{AC} Foundation to Level 4 is located [here](#).

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in the Humanities, they consider the features and characteristics of their local area and Victoria.

Students investigate the human and physical characteristics of their local area and other parts of Victoria and consider features of their local community that have changed over time. They learn about settlement patterns, major land uses, communication networks, and the location and variety of national parks in Victoria. They begin to make some simple comparisons between local and other Victorian environments: natural features, climate, land use and types of human activities. Students develop awareness and understanding of the effects of people's interactions with their environment and the ways in which these affect their lives. Students begin to visualise and describe location and direction using simple alphanumeric grids and compass points. They learn to use atlas maps and a globe to locate and name the states and territories of Australia.

Students learn to distinguish between basic needs and wants (for example, food, clothing, shelter, and affection), saving and spending, buyers (consumers) and sellers (producers), and goods and services. They develop an understanding of the role of money and identify ways to save; for example, using a savings account, and begin to understand the importance of budgeting. They examine and compare different types of work and specific jobs.

Standards

Humanities knowledge and understanding

At Level 4, students describe from direct observation or observation of a variety of media, the human and physical characteristics of their local area and other parts of Victoria. They describe how people use and affect different environments in Victoria.

Humanities skills

At Level 4, students draw simple maps and plans of familiar environments observing basic mapping conventions. They identify the location of places on a simple map using an alphanumeric grid and describe direction using the four cardinal compass points. Using atlas maps and a globe, they locate and name the states and territories of Australia.

In the Humanities, achievement standards for History are introduced from Foundation level. Standards for the other Humanities domains are introduced from level 4.

Level 4 History^{AC}

The curriculum (content descriptions and achievement standards) for History^{AC} Foundation to Level 4 is located [here](#).

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Introduction to The Humanities - Economics

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

Economic decisions taken by individuals, groups, businesses and governments have implications for the welfare of individuals, families, communities, countries, regions and geopolitical unions of nations. All people are touched by economic decisions on multiple occasions every day. Economics plays a critical and, often, contested role in local, state, national and international public policy. Life globally is dominated by economic transactions and it is the quality of economic decision making at all levels of society that significantly determines the wellbeing of individuals and nations.

The study of Economics assists students to better understand how wealth is generated and distributed, and to understand:

- microeconomic concepts that explain how businesses and markets operate
- macroeconomic concepts that help to explain how a nation's economy works.

It enables students to understand the importance of entrepreneurship and enterprise in generating a healthy economy.

Economics provides students with the knowledge and skills to engage with economic matters and to consider the effects of alternative economic decisions on themselves and others. They are then in a better position to:

- act rationally and ethically when making economic and personal financial decisions
- appreciate the complexity of economic decision making
- understand the economic decisions made by others.

Not only can they manage their personal affairs better, they can be more effective and productive members of society as they are capable of making reasonable judgments on public policy issues that have a bearing on their personal prospects and those of the nation.

Structure of The Humanities - Economics domain

The Economics domain in AusVELS uses a six level structure from Levels 5 to 10 to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains.

Each level includes a learning focus statement and a set of standards organised by dimension. A glossary is included which provides definitions of underlined terms.

Learning focus

Learning focus statements are written for Levels 5 to 10. At Foundation to Level 4, basic concepts related to history, geography and economics are included under the general umbrella of 'The Humanities'. Learning focus statements outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

The Humanities - Economics

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. These focus on historical and geographical knowledge and understanding. Specific standards for Economics apply from Level 5.

Dimensions

Standards in the Economics domain are organised in two dimensions:

- **Economic knowledge and understanding**
- **Economic reasoning and interpretation.**

Economic knowledge and understanding

The **Economic knowledge and understanding** dimension focuses on economic concepts, principles, methods and models. Students learn how their needs and wants are met and understand their roles as producers, workers and consumers and recognise the impact of market forces. They learn that economic decisions are about the allocation of resources in producing goods and services and about the distribution of the proceeds of production and that these decisions have local, national and global consequences. They explore the importance and the role of enterprise and entrepreneurship in the production process and in the construction, development and prosperity of an economic system.

Students learn how to manage their personal finances and how to be informed consumers. They explore the world of work in order to develop the ability to make informed decisions about their future education and training needs, and employment.

Students investigate factors affecting the Australian and international economies and the role of government in establishing conditions for economic activity and they develop the ability to use economic knowledge and understanding to evaluate economic decisions and policies.

Economic reasoning and interpretation

The **Economic reasoning and interpretation** dimension covers the nature of economic thinking. Students learn to use and practise rational, objective decision making by applying economic reasoning, including the fundamental economic concepts of opportunity cost and cost-benefit analysis, to solve problems which assist them in understanding the economy, society and environment. They develop an ability to identify, collect and process data from a range of sources, including electronic media, and to interpret tables, charts and graphs displaying economic data. They learn to clarify and justify personal values and attitudes about issues affecting the economy, society and environment. They develop an understanding of the strengths and limitations of economic reasoning and its relationship to other sources of decision making.

Stages of Learning in The Humanities - Economics

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Economics domain.

Across the stages of learning students are introduced to key economic themes and then revisit these key themes in order to embed understandings and build their economic, consumer and financial literacies. Students develop economic knowledge and understandings and the ability to use economic reasoning and interpretation skills and in doing so, recognise the importance of these knowledge, skills and behaviours in ensuring Australia's future economic growth, development and living standards.

Foundation to Level 4 – Laying the foundations

In Foundation to Level 4, learning about economics takes place through the general Humanities domain. Students are introduced to economic knowledge and the nature of economic thinking by making observations about their world and their interactions with it. They explore how their needs (for example, food, clothing, shelter) and wants (for example, a skateboard, an electronic game) are met. They also identify resources (land, minerals, labour, machinery) used at home, at school and in the local community and describe how some of these resources are used to meet particular needs. They begin to investigate ways in which resources are allocated within their family, school and local community. They begin to learn how and why resources are used and managed, reflecting the interdependence of communities and the need for sustainability.

In these levels, students begin to compare different types of work and enterprise in their local community and identify the specific jobs and the variety of tasks involved in different workplaces such as their school. They use this knowledge to describe the nature of work and relate it to contemporary issues, such as the impact of technological change.

They begin to develop an economic vocabulary to discuss, for example, needs, wants, markets, goods, services, money, banking, choice, buying, selling, work and trade. They use this vocabulary to describe and explain their observations and to frame questions relating to economic decisions. They are introduced to the links between the economy, society and environment.

Levels 5 to 8 – Building breadth and depth

In Levels 5 to 8 students develop further knowledge of economic concepts learned in Foundation to Level 4. The relevance of economics is illustrated and reinforced through examples drawn from personal, local and national experience. Students are introduced to relevant economic theories, models and systems such as the market system and the ways these are used to help explain what happens and why and they continue to expand their economic vocabulary. They explain how economic decision-making affects the use of resources and describe the relationship between spending and resource use. They analyse the nature and meaning of work, appreciating the difference between paid and unpaid work and its relationship to other activities in people's lives such as leisure. They examine views about different types of work and enterprise and identify particular skills in a range of jobs and examine how they are acquired.

Students learn to use and practise rational, objective decision making by applying economic reasoning and cost benefit analysis to solve problems which assist them in understanding the way resources are allocated both personally and in the economy. They develop an ability to identify, collect and process economic data from a range of sources, including electronic media and begin to use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. Students begin to develop skills to contest ideas, to debate and to use evidence to form and express opinions on economic issues that interest and/or impact on them personally and on society.

Levels 9 to 10 – Developing pathways

In Levels 9 to 10, students develop confidence in their ability to identify economic problems, alternatives, costs, and benefits; analyse the incentives at work in economic situations; examine the consequences of changes in economic conditions and public policies; collect and organise economic evidence; and weigh costs against benefits. They are progressively more independent learners and able to systematically plan their own investigations and use the skills of posing questions, testing hypotheses, collecting data, analysis, synthesis, critical thinking, decision making and forming conclusions supported by evidence.

Students interpret media reports about current economic conditions locally, nationally and globally and explain how these conditions can influence decisions made by consumers, producers and government policy makers. Predictions about the economic consequences of proposed government policies are developed and informed opinions are made concerning alternative public policy proposals. Students develop an ability to predict the impact of economic policies on themselves and others.

The Humanities - Economics

Students explore what it means to be an ethical producer and consumer and the role of values in economic decision making of producers and consumers. They examine ways political and financial systems and institutions impact on economic activity and the welfare of citizens. Students develop an understanding of how the economy is managed and are aware that economic policies advanced by governments will have an impact on them personally and on their fellow citizens. Students investigate economic disparity across the globe and students seek reasons for why this might be so and what could be done to make resource distribution more equitable amongst nations. They recognise the importance of economically literate citizens to Australia's future economic growth and development.

Students develop the ability to use data to analyse economic performance of business and economies. Students become more confident in using economic reasoning, including cost/benefit analysis, to solve problems which assist them in making meaning about the economy, society and environment and to clarify and justify values and attitudes about issues affecting the economy, society and environment.

Students identify different ways to manage personal resources by referring to their own and others' experiences of resource management. They examine factors that influence personal financial well-being and are building their own capacity in relation to financial literacy. They develop the ability to apply knowledge and skills to their personal financial circumstances.

Students learn about the relationship between education, training and work options. They develop and apply appropriate knowledge, skills and behaviours for transition to employment and/or further education and training. They learn about enterprise skills and attributes and how enterprise and innovation affect the economy, society and environment.

Examples across the Stages of learning

The Economics standards have been written around the idea of the curriculum as a spiral rather than lineal progression. This means that key concepts and themes associated with resource allocation and ecological sustainability, consumer and financial literacy, enterprise, innovation and work-related education are examined and reviewed over a range of levels so that the knowledge, skills and behaviours become embedded across the stages of learning. See the table below for some examples.

	Foundation to Level 4	Economics Standards Level 6	Economics Standards Level 8	Economics Standards Level 10
Identify and investigate issues related to resource allocation, ecological sustainability and economic activities	Students describe a variety of economic activities, in particular those in which they are involved such as shopping, making a sandwich, tending a garden, keeping a pet	Students understand that resources are limited in relation to unlimited wants and that people make choices because they can't have everything they want. Students are able to identify some choices they have made and explain why they had to make a choice.	Students distinguish between the use, ownership and management of resources in personal, business and community contexts and appreciate that economic choices involve trade-offs that have both immediate and future consequences.	Students appreciate the complexity of every form of economic activity and the ways resources are allocated whether within their family context or international setting, understanding the sources of conflict between different motives for economic activity.

The Humanities - Economics

Identify and investigate issues related to the nature and meaning of work.	Students recognise and are able to identify a variety of jobs using categories or pictures.	Students distinguish between paid and unpaid work and compare different types of work and enterprise in the local community.	Students describe factors that affect choice of employment and opportunities for current and future work, and explain the relationship between education, training and work opportunities	Students demonstrate skills required for moving from school to employment or further education.
Use skills of economic reasoning and interpretation.	Students organise information from a number of sources to review individual economic actions such as saving for a treat or recycling waste.	Students organise information from a number of sources to review group economic actions such as planning to buy a new pet for the family or organising a school fair.	Students organise information from a number of sources to advocate and review their views about some local or national economic issue such as whether tolls should be charged on a new freeway in their area or whether unemployed people should work for the dole.	Students organise information from a number of sources to advocate and review their views about some international economic issue such as whether Australia should increase the intake of skilled migrants or why Australia needs exports.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Economics, they learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited. They explore how the community defines, classifies and uses resources. They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. They consider factors affecting their spending and why it is important to be an informed consumer when making spending decisions. They investigate the importance of personal money management and the role of banking, budgeting and saving.

Students consider the nature and meaning of work and its relationship to other activities in people's lives, including leisure. They examine various types of work and enterprise in a range of settings, including home, school and the community, and identify the different natures of paid and unpaid work.

Students use the inquiry process to plan investigations about economic issues in the home (for example, which mobile phone or pair of runners to buy), school (for example, which bus company to hire for an excursion) or local community (for example, whether a small factory or residential townhouses should be built on a vacant lot next to the school) and form conclusions supported by evidence.

Students practise contesting ideas, debating and using evidence to form and express opinions on economic issues that interest and/or have an impact on themselves and on society, particularly their local community.

They expand their economic vocabulary to include such terms as **consumption, production, distribution, enterprise** and **identify**, and learn to collect and process data from a range of sources, including electronic media.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Economics, they learn about the nature of the economic problem (scarcity): that is, that our needs and wants are unlimited but the resources available to satisfy these wants are limited. They explore how the community defines, classifies and uses resources. They learn about the processes of consumption, production and distribution in meeting needs and wants, and the role of consumers, workers and producers in the economy. They consider factors affecting their spending and why it is important to be an informed consumer when making spending decisions. They investigate the importance of personal money management and the role of banking, budgeting and saving.

Students consider the nature and meaning of work and its relationship to other activities in people's lives, including leisure. They examine various types of work and enterprise in a range of settings, including home, school and the community, and identify the different natures of paid and unpaid work.

Students use the inquiry process to plan investigations about economic issues in the home (for example, which mobile phone or pair of runners to buy), school (for example, which bus company to hire for an excursion) or local community (for example, whether a small factory or residential townhouses should be built on a vacant lot next to the school) and form conclusions supported by evidence.

Students practise contesting ideas, debating and using evidence to form and express opinions on economic issues that interest and/or have an impact on themselves and on society, particularly their local community.

They expand their economic vocabulary to include such terms as **consumption, production, distribution, enterprise** and **identify**, and learn to collect and process data from a range of sources, including electronic media.

Standards

Economic knowledge and understanding

At Level 6, students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and distributed. Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer. They explain the role of work in society and distinguish between paid and unpaid work. They compare different types of work and enterprise in the local community. Students demonstrate basic understanding of personal money management and the role of banking, budgeting and saving.

Economic reasoning and interpretation

At Level 6, students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Economics, they develop an understanding of the nature of scarcity, opportunity cost and resource allocation, and how these influence the Australian economy.

They consider the use, ownership and management of resources in personal, business and community contexts, and participate in activities in which they begin to appreciate that economic choices involve trade-offs that have both immediate and future consequences. They learn that a market, consisting of buyers and sellers, is one method of allocating resources. Students begin to identify markets in which they participate, and how the interaction of buyers and sellers influences prices. They explore how access to resources is a significant factor in determining income levels and appreciate that people's incomes, in part, reflect choices they have made about education, work, careers and skill development.

Students develop personal financial literacy skills and an understanding of the importance of being an informed consumer. They practise making informed consumer decisions. They consider the nature of current and future work opportunities and factors that influence such opportunities. They learn about the nature of business and business ownership, and begin to gain an understanding of concepts such as risk-taking, competition, and supply and demand.

Students learn about the role of government in influencing economic activity and managing the economy.

Students use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence. For example, students investigate the way resources are allocated in various markets such as the housing market, the Australian Football League players' market, the local community market and the chocolate market. They begin to form and express opinions on economic issues that interest and/or impact on them personally, or locally and nationally.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Economics, they develop an understanding of the nature of scarcity, opportunity cost and resource allocation, and how these influence the Australian economy.

They consider the use, ownership and management of resources in personal, business and community contexts, and participate in activities in which they begin to appreciate that economic choices involve trade-offs that have both immediate and future consequences. They learn that a market, consisting of buyers and sellers, is one method of allocating resources. Students begin to identify markets in which they participate, and how the interaction of buyers and sellers influences prices. They explore how access to resources is a significant factor in determining income levels and appreciate that people's incomes, in part, reflect choices they have made about education, work, careers and skill development.

Students develop personal financial literacy skills and an understanding of the importance of being an informed consumer. They practise making informed consumer decisions. They consider the nature of current and future work opportunities and factors that influence such opportunities. They learn about the nature of business and business ownership, and begin to gain an understanding of concepts such as risk-taking, competition, and supply and demand.

Students learn about the role of government in influencing economic activity and managing the economy.

Students use the inquiry process to plan economic investigations, analyse and interpret data, and form conclusions supported by evidence. For example, students investigate the way resources are allocated in various markets such as the housing market, the Australian Football League players' market, the local community market and the chocolate market. They begin to form and express opinions on economic issues that interest and/or impact on them personally, or locally and nationally.

Standards

Economic knowledge and understanding

At Level 8, students explain the nature of the economic problem and how economic choices involve trade-offs that have both immediate and future consequences. They explain key factors that influence the Australian economy, including the quantity and quality of factors involved in production, resource use, ownership and management, and types of businesses. Students make informed economic and consumer decisions, demonstrating the development of personal financial literacy. They describe factors that affect choice of employment and opportunities for current and future work, and explain the relationship between education, training and work opportunities. Students identify and describe ways the government influences economic outcomes at the personal, local and national level.

Economic reasoning and interpretation

At Level 8, students use the inquiry process to plan economics investigations, analyse and interpret data, and form conclusions supported by evidence. They form and express opinions on economic issues that interest and/or impact on them personally, or locally and/or nationally.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Economics, they develop their understanding of how the Australian economy is managed, particularly within the international economic context. They analyse how macroeconomic and microeconomic policies and programs advanced by governments and other institutions affect them and their fellow citizens. They examine the role of exchange, trade and globalisation in influencing Australia's standard of living. They develop an understanding of enterprise attributes and skills, and describe the impact of innovation and enterprise on the economy and society.

Students investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer. They begin to reflect on the role of values in the economic decision making of producers, consumers and governments.

They develop skills in using economic reasoning, including cost-benefit analysis, to research economic issues and propose solutions for economic problems of global significance. They research economic problems and argue the validity or otherwise of their own hypotheses. Economic problems could include examples such as why the price of a can of soft drink varies depending on where it is sold; whether welfare is a right or a privilege; and whether tolls should be charged on new freeways. Such research assists students in understanding, clarifying and justifying values and attitudes about issues affecting the economy, society and the environment.

Students extend their personal financial literacy skills and understanding about the role of savings and investment. They examine vocational pathways and education and training requirements, considering possible work and career options. They develop skills and strategies for transition to employment and further education and training, including job seeking, job application and interview skills.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Economics, they develop their understanding of how the Australian economy is managed, particularly within the international economic context. They analyse how macroeconomic and microeconomic policies and programs advanced by governments and other institutions affect them and their fellow citizens. They examine the role of exchange, trade and globalisation in influencing Australia's standard of living. They develop an understanding of enterprise attributes and skills, and describe the impact of innovation and enterprise on the economy and society.

Students investigate the relationship between economic growth, ecological sustainability and the standard of living, and explore what it means to be an ethical producer and consumer. They begin to reflect on the role of values in the economic decision making of producers, consumers and governments.

They develop skills in using economic reasoning, including cost-benefit analysis, to research economic issues and propose solutions for economic problems of global significance. They research economic problems and argue the validity or otherwise of their own hypotheses. Economic problems could include examples such as why the price of a can of soft drink varies depending on where it is sold; whether welfare is a right or a privilege; and whether tolls should be charged on new freeways. Such research assists students in understanding, clarifying and justifying values and attitudes about issues affecting the economy, society and the environment.

Students extend their personal financial literacy skills and understanding about the role of savings and investment. They examine vocational pathways and education and training requirements, considering possible work and career options. They develop skills and strategies for transition to employment and further education and training, including job seeking, job application and interview skills.

Standards

Economic knowledge and understanding

At Level 10, students describe how markets, government policies, enterprise and innovation affect the economy, society and environment in terms of employment, economic growth, the use of resources, exports and imports, and ecological sustainability.

They analyse how goods and services are produced and how markets work. They predict how prices will change when there is either a surplus or shortage, and explain how this might influence the behaviour of consumers and producers. They analyse the role and significance of exchange, trade and globalisation in influencing Australia's standard of living. They discuss and explain what it means to be an ethical consumer and producer and identify examples of ways values can affect the economic decision making of consumers, producers and governments.

Students analyse the role that governments and other institutions such as banks, the Australian Council of Trade Unions (ACTU) play in the economy, and evaluate their performance in achieving appropriate economic outcomes for individuals and for society. They explain the role and significance of savings and investment for individuals and for the economy, and demonstrate the skills required to successfully plan and manage personal finances.

The Humanities - Economics

Students predict the economic consequences of proposed government policies and make informed choices among alternative public policy proposals. Students explain the impact of macroeconomic and microeconomic policies on themselves and others, including businesses.

Students analyse vocational pathways and education and training requirements and identify possible career paths and opportunities. They demonstrate skills required for moving from school to employment or further education.

Economic reasoning and interpretation

At Level 10, students use economic reasoning, including cost-benefit analysis, to research and propose solutions to economic issues and problems of global significance, and to clarify and justify values and attitudes. They plan and conduct investigations in order to research an economic problem and/or argue the validity or otherwise of their own hypotheses. They use relevant economic concepts and relationships to evaluate economic propositions, proposals and policies, and debate the costs and benefits of contentious economics-related issues of local, national or international concern.

Students interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers, producers and government policymakers. Students demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.

The Humanities - Geography

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Introduction to The Humanities - Geography

Geography is the study of physical and human environments from a spatial perspective. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. Students' evolving understanding of their world provides a basis for evaluating strategies for the sustainable use and management of the world's resources.

Geographers use a number of spatial concepts (such as location, distribution, spatial interaction and scale) as tools to help them to investigate, interpret and explain patterns on the surface of the Earth and the processes that created them. These spatial concepts provide a unique conceptual structure and framework of ideas for a geographic investigation of phenomena and provide the key to determining measures of the spatial variation between places. The essence of the Geography domain is that it is an inquiry-based approach which focuses on questions of what, where, how, why, what impact, what ought.

The fundamental tool of geography is the map, and in a world where over 75 per cent of data is referenced spatially to a location, geographic understanding is a vital skill. The essential skills students develop in Geography are the ability to:

- identify and collect evidence from
 - primary sources through fieldwork
 - secondary sources, including maps at a variety of scales, photographs, satellite images, statistical data
 - information and communications technology based resources
- record, represent and interpret data in different types of maps, graphs, tables, sketches, diagrams and photographs.

Structure of The Humanities - Geography Domain

The Geography domain in AusVELS uses a six level structure from Levels 5 to 10 to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains.

Each level includes a learning focus statement and a set of standards organised by dimension. A glossary is included which provides definitions of underlined terms.

Learning focus

Learning focus statements are written for Levels 5 to 10. At Foundation to Level 4, basic concepts related to history, geography and economics are included under the general umbrella of 'The Humanities'. Learning focus statements outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In the Humanities, standards for assessing and reporting on student achievement are introduced at Level 3. These focus on historical and geographical knowledge and understanding. Specific standards for Geography apply from Level 5.

Dimensions

Standards in the Geography domain are organised in two dimensions:

- **Geographical knowledge and understanding**

- **Geospatial skills.**

Geographical knowledge and understanding

The **Geographical knowledge and understanding** dimension covers the patterns and interactions of physical and human phenomena on the surface of the Earth and the processes that created them. It focuses on spatial concepts: location, distance, distribution, location, movement, region, scale, spatial change over time, spatial association, spatial interaction and scale. These concepts underpin the kinds of questions geographers ask and help students to organise the vast amount of information and ideas that geography uses to understand the regularities, intricacies and uncertainties of occurrences on the Earth's surface.

Students learn to ask a series of geographical questions and follow an inquiry-based approach incorporating identification, observation, description, analysis, explanation, synthesis and evaluation. This extends their understanding and provides students with a well-researched, informed spatial perspective to apply to local and global issues, including sustainable use and management of the world's resources.

Geospatial skills

In the **Geospatial skills** dimension students read and interpret maps of different kinds and at different scales, including street directories, atlas maps, ordnance survey maps and topographic maps. Students identify and collect information from maps, plans, photographs, satellite images, statistical data, and information and communications technology based resources; and record and represent data in different types of maps, graphs, tables, sketches, diagrams and photographs. Students develop skills in gathering information first-hand from fieldwork studies. They make observations, take field measurements, conduct surveys and interviews, map and record phenomena in a range of settings.

Stages of Learning in The Humanities - Geography

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Geography domain.

Geography helps students to understand their individual world and the global world in spatial terms. Geography helps to develop an understanding of global citizenship and the ways in which places and environments are interdependent.

Foundation to Level 4 – Laying the foundations

In Foundation to Level 4, geography learning takes place through the general Humanities domain. As a starting point for learning students engage with their own experiences to help them understand the world around them. Students develop their spatial awareness through a consideration of the local community, the different groups in society and their place in one or more groups. By seeing and hearing about other places outside their experience, their sense of curiosity and wonder leads them to consider how and why other places are different from their own. Towards the end of Level 4 students distinguish and describe the natural and built features of the environments identifying and explaining changes. They make comparisons between a variety of places and develop their understanding of the geography of Victoria. They begin to develop an understanding of the interconnected nature of the world.

The Humanities - Geography

Through structured experiences within their immediate environment and community, students develop spatial awareness and can begin to organise their ideas through the application of the spatial concepts in geography such as location, distance and direction together with simple spatial associations and spatial change over time. In these levels students develop their knowledge and spatial awareness about where home, school and the playground are located and where they are in relation to one another. They extend their understanding to the geography of their local area and investigate and describe elements of the natural and human environments. Students develop a vocabulary to describe their observations and investigations.

Early in this stage the geospatial skills of students involve the drawing of simple pictorial maps of where they are in space in relation to other phenomena. Students develop increasingly sophisticated map skills enabling them to visualise and describe location and direction using grids and compass points.

Students explore how and why natural factors and human activities affect their lives. Beginning in their local environment, for example, selecting safe routes to schools (spatial concepts of location, direction and distance) they progress to group and collaborative tasks and consider environmental differences and resource management throughout Australia. Students collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

Levels 5 to 8 – Building breadth and depth

In these levels with increasing cognitive development and experience, students begin to develop a breadth of understanding about natural processes and human activities beyond their immediate environment. They develop an expanded understanding of Australia and the region of which Australia is a part – the Asia-Pacific. Students begin to apply the more abstract cognitive processes to environmental issues.

Students apply their spatial awareness in a more sophisticated way to more complex questions and issues through the use of additional core concepts such as spatial interaction, movement, region and scale. Students identify patterns and processes in natural environments and human activities to understand increasingly complex interactions of physical and human phenomena within Australian and other environments and to generalise from particular contexts. They learn to use a process of inquiry that asks: What? Where? How? Why? What ought? They investigate environmental issues and analyse different perspectives and consider possible solutions to current and future challenges to enable sustainable use of resources. They describe and explain spatial changes through time from their own direct observation and by comparing maps, photographs and other visual media.

Students describe specific locations through reading and interpreting topographic and other large-scale maps. They apply their understanding of scale (distance), grids (location), compass bearings (direction) and legend to identify features and patterns and interpret trends when using maps as sources of information. They participate in fieldwork and use an increasing variety of techniques for collecting and presenting data. Students apply many of the practical skills that they have acquired over the previous levels.

Levels 9 and 10 – Developing pathways

In these levels students develop the ability to analyse and explain increasingly complex spatial associations and interactions of natural systems and human activities in Australia and in other parts of the world. They apply inquiry-based strategies to investigate issues and communicate their findings as a range of scales: local, regional, national and global. Students ask questions that focus not only on what, where, how, why, but also on what impact, how ought and what will it be in the future? They become increasingly aware of the global links between societies, cultures and natural environments and the impact of globalisation on their own and other people's lives. Students use their understanding of sustainability to evaluate various management strategies and develop policies to resolve an issue.

The Humanities - Geography

Students are skilled in interpreting different kinds of maps, photographs and satellite images at different scales. They apply their geospatial skills such as map overlays, database manipulations and geographic information system (GIS) to the spatial analysis of phenomena.

Students undertake field investigations to collect, collate, analyse and evaluate data. They present data using a variety of maps, graphs, photographs, diagrams and other forms. They analyse fieldwork and other data to provide explanations, make informed decisions and develop a policy for the management of a local issue that is important and relevant to their lives.

A guide to introducing the spatial concepts

Spatial concept	F – 4: Laying the foundations	5 – 8: Building breadth and depth	9 – 10: Developing pathways
Location	Introducing conceptual understanding	Applying the concepts	Applying geographic terminology
Scale			
Distance			
Distribution			
Region			
Spatial change over time			
Movement		Introducing conceptual understanding	Applying concepts and geographic terminology
Spatial association			Introducing and applying conceptual understanding with the use of geographic terminology
Spatial interaction			

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters.

Students explore how humans have affected the Australian environment. Examples could include: Aboriginal and Torres Strait Islander communities' care of the land; clearance by farmers and subsequent problems of land degradation and salinity; and protection of the natural environment through the creation of nature parks, national parks and marine parks. Using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges. Students learn about environmentally sensitive areas such as local remnant vegetation, rivers, alpine Victoria, Gippsland Lakes and national parks and explore ways of protecting these unique environments in a sustainable way for future generations.

Students develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places. They learn about and interpret their location relative to other places. They begin to identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet.

Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed. They explore effective ways to care for local places, and are provided with opportunities to initiate and participate in an action on an environmental issue of personal or group concern; for example, pollution of a local waterway.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Geography, they investigate some of the significant natural processes that operate across Australia (for example, rainfall, drought, flood, earthquake, cyclones and bushfire), and how people react to them, including their preparation for, and management of, natural disasters.

Students explore how humans have affected the Australian environment. Examples could include: Aboriginal and Torres Strait Islander communities' care of the land; clearance by farmers and subsequent problems of land degradation and salinity; and protection of the natural environment through the creation of nature parks, national parks and marine parks. Using an inquiry-based approach, students explore environmental issues and consider possible solutions to current and future challenges. Students learn about environmentally sensitive areas such as local remnant vegetation, rivers, alpine Victoria, Gippsland Lakes and national parks and explore ways of protecting these unique environments in a sustainable way for future generations.

Students develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places. They learn about and interpret their location relative to other places. They begin to identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find their way around, and plan trips to visit specific places. To enhance the electronic presentations they develop, students search for and annotate relevant images from the Internet.

Students participate in fieldwork using simple techniques; for example, collecting and recording data on how the human and physical characteristics of a selected site are changing or have changed. They explore effective ways to care for local places, and are provided with opportunities to initiate and participate in an action on an environmental issue of personal or group concern; for example, pollution of a local waterway.

Standards

Geographical knowledge and understanding

At Level 6, students identify and describe Australia's significant natural processes. They describe the reaction of people to these processes including the management of natural disasters. They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries. They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

Geospatial skills

At Level 6, students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.

Students investigate environmental issues such as forest use and global warming. They begin to design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.

Students apply their knowledge and understanding of scale, grid references, legend and direction to use large-scale maps (such as topographic maps), as sources of spatial information, as well as other spatial representations (such as those found in atlases and geographic information systems). Students research and analyse photographs, maps, satellite images and text from electronic media and add these to their presentations.

Observing basic mapping conventions, students learn to draw overlay theme maps. They recognise that parts of the Earth's surface can be represented in various ways, at different scales, and from different perspectives on a range of maps, photographs and satellite images. They are provided with opportunities to collect and process data and present a summary of results using a range of techniques such as sketch maps, graphs and electronic media (such as geographic information systems and spreadsheets).

Students undertake fieldwork to investigate the characteristics of a selected local region and the physical processes and human activities that form and transform it. Students are encouraged to participate in activities to contribute to the sustainable management of local places.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Geography, they use a variety of geographic tools and skills, together with an inquiry-based approach, to investigate the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explore how and why, over time, human and physical interactions produce changes to the characteristics of regions, for example, settlement patterns and agricultural and urban land use.

Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them. They identify patterns of distribution and occurrence of major physical features and their interrelationship with human activities such as farming, fishing, manufacturing and settlement. Students become aware of contrasts within the regions of Australia and those surrounding it from their investigation of a number of smaller regions such as South-East Asia, the South Pacific nations and Papua New Guinea. They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.

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Students undertake fieldwork to investigate the characteristics of a selected local region and the physical processes and human activities that form and transform it. Students are encouraged to participate in activities to contribute to the sustainable management of local places.

Standards

Geographic knowledge and understanding

At Level 8, students demonstrate knowledge and understanding of the characteristics of the regions of Australia and those surrounding it: Asia, the Pacific and Antarctica. They explain, using examples, how the interaction of physical processes and human activities create variations within the regions. They use evidence and appropriate geographical language to explain contrasts within smaller regions surrounding Australia. Students describe differences in culture, living conditions and outlook, including attitudes to environmental issues, in these regions. They demonstrate understanding of environmental issues based on inquiry and propose ways of ensuring the sustainability of resources.

Geospatial skills

The Humanities - Geography

At Level 8, students collect geographical information from electronic and print media, including satellite images and atlas maps and analyse, evaluate and present it using a range of forms. They construct overlay theme maps using map conventions of scale, legend, title, and north point. They identify and gather geographical information from fieldwork and organise, process and communicate it using a range of written, oral, visual and graphic forms.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Geography, they develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather. Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

Students investigate the characteristics of development that occur across the globe. They use an inquiry-based approach to explore how combinations of various physical and human factors interact to produce observable and sometimes predictable patterns at local, regional and global scales. Students examine global patterns of development, considering classifications used by United Nation agencies, Non Government Organisations (NGOs) and other organisations, and evaluating the relevance of such classifications at global, national, regional and local scales.

Students research at least two development topics and the impact of globalisation in creating and reducing differences in development levels, for example, through technology transfers, resource use, and indebtedness. Examples of development topics include: poverty; the links between food, hunger and technology; and the social and economic consequences of development in creating rapidly growing cities, mega cities, informal settlements and rural depopulation.

Students investigate and learn to evaluate the impact and/or effectiveness of development-related projects, policies and strategies (such as large-scale water projects, tourism, the use of foreign aid, social reform and population control) on physical and human landscapes, locally, nationally and globally. They apply their knowledge and understanding to provide explanations and justify recommendations about local, national and global situations related to development, and their impact on living standards. They reflect on plans of action and past actions, considering the value positions underlying them, including a commitment to the principles of sustainability.

Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. They collect evidence from the fieldwork site to explain and predict the effects of natural processes and human activities on the environment, including consideration of the ways people respond to change. Students develop a policy for the management of a local issue, including consideration of Aboriginal and Torres Strait Islander communities. Students apply geographical techniques, including representation of multi-variable data and complex mapping operations, to interpret environmental change and research, discriminate, evaluate and present arguments using electronic and other formats.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Geography, they develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere; for example, the hydrologic cycle, plate tectonics or the weather. Students investigate the interaction of human activities with the natural environment through a study of issues such as global warming and climate change, land degradation and desertification, and air and water pollution. Students develop skills to evaluate the factors contributing to the development of these issues, identify strategies to address them and explore ways of managing them.

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Standards

Geographic knowledge and understanding

The Humanities - Geography

At Level 10, students explain the operation of a major natural system and its interaction with human activities. They evaluate the consequences of the interaction and develop a policy to address an issue related to it. Students describe global patterns of development from a range of perspectives and identify and describe the factors that determine these patterns. They analyse development issues and formulate and evaluate comprehensive policies, including those for sustainable use and management of resources, to alter development patterns at a range of scales. They use evidence based on their inquiries and geographical language and concepts.

Geospatial skills

At Level 10, students accurately interpret information on different types of maps and photographs at a range of scales, and use map evidence to support explanations, draw inferences and predict associated outcomes. They collect and collate information gathered from fieldwork observations and present their findings observing geographical presentation conventions.

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Rationale

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Content Structure

The Australian Curriculum: History is organised into two interrelated strands: **Historical Knowledge and Understanding** and **Historical Skills**.

Historical Knowledge and Understanding

This strand includes personal, family, local, state or territory, national, regional and world history. There is an emphasis on Australian history in its world history context at Foundation to Level 10 and a focus on world history in the senior secondary levels. The strand includes a study of societies, events, movements and developments that have shaped world history from the time of the earliest human communities to the present day.

This strand explores key concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, significance, perspectives, empathy and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Historical Skills

This strand promotes skills used in the process of historical inquiry: chronology, terms and concepts; historical questions and research; the analysis and use of sources; perspectives and interpretations; explanation and communication. Within this strand there is an increasing emphasis on historical interpretation and the use of evidence.

Relationship between the strands

The two strands are integrated in the development of a teaching and learning program. The Historical Knowledge and Understanding strand provides the contexts through which particular skills are to be developed. **Historical Skills** have been described in bands of schooling (over three levels at Foundation to Level 2 and at two-level intervals in subsequent levels). The sequencing and description of the Historical Skills strand, in bands of schooling will assist in multi-age programming by providing a common focus for the teaching and learning of content in the Historical Knowledge and Understanding strand.

Inquiry questions

Each level from Foundation to Level 10 includes key inquiry questions that provide a framework for developing students' historical knowledge, understanding and skills.

Overviews

Historical Knowledge and Understanding includes an overview of the historical period to be covered in each level 7–10. The overview is not intended to be taught in depth; it will constitute approximately 10% of the total teaching time for the level. The overview content identifies important features of the historical period at the relevant level and provides an expansive chronology that helps students understand broad patterns of historical change.

Depth studies

In addition to the overview, **Historical Knowledge and Understanding** includes three depth-studies for the historical period at each level 7–10. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective is studied in detail, which will constitute approximately 30% of the total teaching time for the level. The content in each elective is designed to allow detailed study of specific aspects of the historical period. The order and detail in which content is taught is a programming decision. Content may be integrated in ways appropriate to the specific local context; and it may be integrated with the content of other depth-study electives.

Relationship between overviews and depth studies

As part of a teaching and learning program, the depth-study content at each level 7-10 may be integrated with the overview content. The overview provides the broader context for the teaching of depth-study content. This means that the overview content can provide students with an introduction to the historical period; it can make the links to and between the depth studies, and it can consolidate understanding through a review of the period.

Concepts for developing historical understanding

The Australian Curriculum: History includes concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

In Foundation to Level 2, there is a particular emphasis on the concepts of continuity and change, cause and effect, and significance within the context of personal, family and local history. These concepts continue to be a focus of study in Levels 3-6 with the inclusion of content related to perspectives challenging the notion that the past is a given and is unproblematic. In Levels 7-10 the concepts of evidence and contestability are introduced to further develop student's understanding of the nature of historical interpretation and argument.

Level descriptions

Level descriptions provide an overview of the content that is being studied at that level. They also emphasise the interrelated nature of the two strands and the expectation that planning will involve integration of content from across the strands.

Content descriptions

The Australian Curriculum: History includes content descriptions at each level. These set out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. However they do not prescribe approaches to teaching. The content descriptions have been written to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one level may be revisited, strengthened and extended at later levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Level 10 to illustrate and exemplify content and to assist teachers in developing a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A [glossary](#) is provided to support a common understanding of key terms and concepts in the content descriptions.

History across Foundation to Level 10

Although the curriculum is described by level, this document provides advice by level and age, on the nature of learners and the relevant curriculum:

- Foundation – Level 2: typically students from 5 to 8 years of age
- Levels 3 – 6: typically students from 8 to 12 years of age
- Levels 7 – 10: typically students from 12 to 16 years of age.

Foundation – Level 2

Curriculum focus: Awareness of family history and community heritage

Through experimentation, practice and play, children in these levels use their interest in people and how things work to make sense of their world.

This history curriculum enables students in Foundation to Level 2 to learn about their own social context of family, friends and school, and the significance of the past. They engage with the remains of the past; develop a concept of time as present, past and future, and through role play use their imagination to speculate about the lives of others in the past.

Levels 3 – 6

Curriculum focus: Local/national history and use of a range of sources

Students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationship to others past and present. In these levels, students begin to better understand and appreciate different points of view and to develop an awareness of justice and fair play.

This history curriculum seeks to target the distinct nature of learners in Levels 3 – 6 by including content about Aboriginal and Torres Strait Islander societies, democratic concepts and rights, and the diversity of Australian society.

In this way, students develop an understanding of the heritage of their community and of their ability to contribute to it. They become aware of similarities and differences between people and become more aware of diversity in the wider community as well as the concept of change over time.

Levels 7 – 10

Curriculum focus: World and Australian history, the analysis and use of sources and historical interpretation

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues.

Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and are keen to explore the nature of evidence and the contestability of ideas.

Through this history curriculum, students in Levels 7 – 10 pursue broad questions such as: How do we know about the ancient past? What key beliefs and values emerged and how did they influence societies? How did the nature of global conflict change during the twentieth century? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through past and present debates.

Curriculum structure: Foundation – Level 6 and Levels 7–10

The curriculum structure at each level (F–6) includes a description of the content focus and key inquiry questions. The curriculum provides opportunities for the content to be taught using specific local contexts.

The curriculum structure at each level (7–10) includes a description of the content focus, key inquiry questions, overview of the historical period, and depth studies. The overview is designed to introduce the broad content and contexts for study. In addition, for Levels 7–10 there are three depth studies that provide an opportunity to investigate aspects in greater depth and thus provide scope for the development of historical knowledge, understanding and skills. The curriculum provides opportunities for the content to be taught using specific local contexts. The study of history in Levels 7–10 consists of four historical periods:

- the Level 7 curriculum focuses on history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BCE – c.650 CE); a period defined by the development of cultural practices and organised societies
- the Level 8 curriculum focuses on history from the end of the ancient period to the beginning of the modern period (c.650 – 1750); a span of human history marked by significant economic, religious and political change
- the Level 9 curriculum focuses on the making of the modern world and Australia from 1750 to 1918; an era of industrialism, nationalism and imperialism
- the Level 10 curriculum focuses on the history of the modern world and Australia from 1918 to the present; The twentieth century was an important period in Australia's social, cultural, economic and political development.

The [AusVELS - History Scope and Sequence chart](#) is available from the VCAA website.

Achievement Standards

Across Foundation to Level 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding, and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Level 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard. Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural, language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, understanding and skills.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Level 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

In the interim, advice about how to use the curriculum with students with special education needs is [available here](#) and [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, there is a significant group of these learners who leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: History are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the history curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that supports the Australian Curriculum. It provides a description of how language proficiency develops, and is a valuable reference for all teachers. It allows history teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the history learning area for all.

In the interim, advice about how to use the curriculum with EAL/D students is [available here](#).

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: history values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint. They will learn about Aboriginal and Torres Strait Islander Peoples prior to colonisation by the British, the ensuing contact and its impacts. They will examine key policies and political movements over the last two centuries. Students will develop an awareness of the significant roles of Aboriginal and Torres Strait Islander people in Australian society.

Asia and Australia's engagement with Asia

In the Australian Curriculum: History, the priority of Asia and Australia's engagement with Asia provides rich and engaging content and contexts for developing students' historical knowledge, understanding and skills.

The Australian Curriculum: History enables students to develop an understanding of histories of the diverse peoples of Asia and their contributions to the region and the world, and an appreciation of the importance of the region for Australia and the world. This happens as students learn about the importance of the traditions, beliefs and celebrations of peoples from the Asia region and through the study of ancient societies, trade, conflicts, progressive movements and migration to Australia by people from Asia.

In this learning area, students recognise the dynamic nature of socio-political relationships within the region over time, and the role that individuals, governments and other organisations play in shaping relationships between peoples and countries. They develop an appreciation of the history of Australia-Asia engagement and how this influences contemporary relationships within Australian society and relationships between Australia and the countries of Asia. Students also understand the ongoing role played by Australia and individual Australians, including Australians of Asian heritage, in major events and developments in the Asia region.

Sustainability

In the Australian Curriculum: History, the priority of sustainability provides a context for developing students' historical knowledge, understanding and skills. It assists students in understanding the forces that influence continuity and change.

The Australian Curriculum: History provides content that supports the development of students' world views, particularly in relation to judgments about past social and economic systems, and access to and use of the Earth's resources. It provides opportunities for students to develop an historical perspective on sustainability. Making decisions about sustainability to help shape a better future requires an understanding of how the past relates to the present, and needs to be informed by historical trends and experiences.

In this learning area, students develop understanding, for example, of the changes in environments over time, the role played by individuals and communities in protecting environments, the emergence of farming and settled communities, the development of the Industrial Revolution and the growth of population, the overuse of natural resources and the rise of environmental movements.

Foundation Level

Personal and Family Histories

The Foundation curriculum provides a study of personal and family histories. Students learn about their own history and that of their family; this may include stories from different cultures and other parts of the world. As participants in their own history, students build on their knowledge and understanding of how the past is different from the present.



The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: **Historical Knowledge and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this level are:

- What is my history and how do I know?
- What stories do other people tell about the past?
- How can stories of the past be told and shared?

Historical Knowledge and Understanding

Personal and Family Histories	Elaborations
Who the people in their family are, where they were born and raised and how they are related to each other (ACHHK001)	<ul style="list-style-type: none">• identifying the different members of a family, (for example mother, father, caregiver, sister, brother, grandparent, aunty, uncle, cousin) and creating simple family trees with pictures or photographs (if possible using ICT) to show the relationship between family members• naming family members, finding out where they were born and raised and placing their photographs, drawings and names on a classroom world map
The different structures of families and family groups today, and what they have in common (ACHHK002)  	<ul style="list-style-type: none">• considering a range of family structures, (for example nuclear families, only child families, large families, single parent families, extended families, blended families, adoptive parent families and grandparent families) as well as kinship groups, tribes and villages• using images and stories to identify similarities and differences between students' families and those of other children (in their class and in stories about children in other places, for example the countries of Asia)• exploring family structures of Aboriginal and Torres Strait Islander Peoples (for example where children belong to extended families in which there are specific roles and responsibilities to ensure safety and wellbeing)

The Humanities - History

How they, their family and friends commemorate past events that are important to them (ACHHK003)



- making a calendar of commemorative events that students, their family and friends celebrate, (for example birthdays, religious festivals (such as Easter, Ramadan, Buddha day, feast of Passover), family reunions and community commemorations (NAIDOC week, and ANZAC day) and discussing why they are important
- discussing 'Welcome to Country' and recognising that the country, place and traditional custodians of the land or sea are acknowledged at ceremonies and events as a mark of respect

How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums (ACHHK004)



- engaging with the oral traditions, painting and music of Aboriginal and Torres Strait Islander peoples and recognising that the past is communicated through stories passed down from generation to generation
- sharing the story of an object from home, describing its importance to the family (for example photographs, old toys, statues, medals, artwork, jewellery) and creating a class museum
- recognising that stories of the past may differ depending on who is telling them (for example listening to stories about the same event related by two different people such as a mother and a grandmother)

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence familiar objects and events (ACHHS015)

- ordering significant personal events or milestones using photographs or drawings (such as walking, talking, the birth of a sibling, moving house, an illness, an achievement, first day at school)

Distinguish between the past, present and future (ACHHS016)

- using simple terms to denote time when students talk about their experiences (for example 'then', 'now', 'yesterday', 'today', 'tomorrow')

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS017)

- inquiring from members of their families where they were born and raised
- posing questions about family or about personal photographs, for example 'How old was I?' 'Where was I?' 'What was I doing?'
- posing questions about artefacts, for example 'Is it old or new?' 'What was it used for?'

Analysis and use of sources

Elaborations

Explore a range of sources about the past (ACHHS018)

- identifying relevant features of photographs of family and friends
- describing interesting features of objects and photographs connected to the past

The Humanities - History

Identify and compare features of objects from the past and present (ACHHS019)

- distinguishing between what is old and what is new, using such clues as the condition of the object
- suggesting ideas about what objects from the past may have been used for
- comparing objects from the past with those of the present, using comparative language such as 'older', 'newer' (for example 'This toy is older'; 'That computer game is more fun than...')

Perspectives and interpretations

Elaborations

Explore a point of view (ACHHS020)

- inviting parents, grandparents and elders into the classroom to communicate about their childhoods and comparing their favourite toys with those of children today

Explanation and communication

Elaborations

Develop a narrative about the past (ACHHS021)

- retelling a story about a significant event a student's family celebrates or commemorates such as birthdays, weddings, christenings, religious festivals
- relating a story about their own life or describing an event they have experienced (orally or through pictures and photographs)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS022)

- representing ideas and creating imaginative responses through talking, drawing and play

Foundation Level achievement standard

By the end of the Foundation level, students identify similarities and differences between families. They recognise how important family events are commemorated.

Students sequence familiar events in order. They pose questions about their past. Students relate a story about their past using a range of texts.

Level 1

Present and Past Family Life

The Level 1 curriculum provides a study of present and past family life within the context of the students' own world. Students learn about similarities and differences in family life by comparing the present with the past. They begin to explore the links, and the changes that occur, over time.


The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: **Historical Knowledge, and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions. The key **inquiry questions** at this level are:

- How has family life changed or remained the same over time?
- How can we show that the present is different from or similar to the past?
- How do we describe the sequence of time?

Historical Knowledge and Understanding

Present and Past Family Life	Elaborations
Differences in family structures and roles today, and how these have changed or remained the same over time (ACHHK028) 	<ul style="list-style-type: none">• comparing families in the present with those from the recent past (the families of parents and grandparents) in terms of their size and structure (for example the different types of family such as nuclear, single parent, blended)• discussing kinship as an important part of relationships and family structures in Aboriginal and Torres Strait Islander societies (for example the extent of a kinship system and the way in which it influences people's relationships, obligations and behaviour towards each other)• examining and commenting on the roles of family members over time (for example listening to stories about the roles of mothers, fathers, caregivers and children in the past) and comparing these with family roles today (for example work outside the home, washing, cooking, cleaning, gardening, child care)

The Humanities - History

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons (ACHHK029)



- discussing, for example, what happened yesterday, what is likely to happen tomorrow, upcoming birthdays, celebrations and seasons, and ordering these references to time in sequence using terms such as 'before', 'after', 'next' and 'then'
- discussing how some cultures, for example the Chinese, describe a child as being one level old on the day they are born
- identifying dates and changes that have personal significance (for example birthdays, moving house, changing schools, religious and school holidays), marking these on a calendar and counting down time, as well as noting that events of personal significance may differ according to children's cultural backgrounds
- examining Aboriginal and Torres Strait Islander seasonal calendars (for example the Gagadju (Kakadu) and the D'harawal (Sydney) calendars, each with six seasons, the Arrernte (central Australia) with five, the Woiwurrung (Upper Yarra Valley) with seven, and north-east Tasmania with three

Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications. (ACHHK030)

- examining and commenting on photographs and oral histories (for example talking to parents, grandparents and other elders) to find out how daily lives have changed

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence familiar objects and events (ACHHS031)

- using visual sequences of time such as a 'days of the week' chart, a class timetable or a calendar and marking significant dates on them
- creating a timeline, slideshow or story using photos

Distinguish between the past, present and future (ACHHS032)

- identifying vocabulary of the past (for example words for objects from childhood games and leisure such as jacks, elastics, record player, transistor) when making then/now comparisons
- using terms to denote time (for example 'then', 'now', 'yesterday', 'today', 'past', 'present', 'generations')

Historical questions and research

Elaborations

The Humanities - History

Pose questions about the past using sources provided (ACHHS033)

- inquiring from parents and members of older generations about past and present families (for example number of children, number of people living in the household, roles of the parents and children)
- discussing what life was like for their parents and grandparents by examining everyday objects (for example telephone, radio, cooking utensils, toys), photos and stories from the past, using 'What'? 'How'? 'When'? 'Why?' questions

Analysis and use of sources

Elaborations

Explore a range of sources about the past (ACHHS034)

- discussing with parents and grandparents about life in the past
- exploring stories from and about the past (for example letters, diaries, radio or television programs)

Identify and compare features of objects from the past and present (ACHHS035)

- comparing objects from the past with the present to identify similarities and differences (for example toys, whitegoods, televisions, radios)

Perspectives and interpretations

Elaborations

Explore a point of view (ACHHS036)

- representing similarities and differences between students' daily lives and those of their parents and grandparents in graphic form (for example Venn diagram, y-chart)

Explanation and communication

Elaborations

Develop a narrative about the past. (ACHHS037)

- relating a story about life in their parent's or grandparent's time (orally or through pictures and photographs)
- describing their families or an event that has personal significance

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS038)

- representing ideas and creating imaginative responses through writing, roleplay, speaking, drawing

Level 1 achievement standard

By the end of Level 1, students explain how some aspects of daily life have changed over recent time while others have remained the same. They describe personal and family events that have significance.

Students sequence events in order, using everyday terms about the passing of time. They pose questions about the past and examine sources (physical and visual) to suggest answers to these questions. Students relate stories about life in the past, using a range of texts.

Level 2

The Past in the Present

The Level 2 curriculum provides a study of local history. Students explore, recognise and appreciate the history of their local area by examining remains of the past and considering why they should be preserved.

The content provides opportunities to develop historical understanding through key concepts including **continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.


The history content at this level involves two strands: **Historical Knowledge, and Understanding** and **Historical Skills**.

These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this level are:

- What aspects of the past can you see today? What do they tell us?
- What remains of the past are important to the local community? Why?
- How have changes in technology shaped our daily life?

Historical Knowledge and Understanding

The Past in the Present	Elaborations
The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)	<ul style="list-style-type: none">• using the internet, newspapers, community information guides and local knowledge to identify and list the people and places promoted as being of historic interest in the local community• suggesting reasons for the location of a local landmark before searching for resources that provide an explanation• investigating the history of a chosen person, building, site or landmark in the local community using sources (for example books, newspapers, oral histories, audio visual material, digital sources, letters, photographs) and relating a story which these reveal about the past
The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045) 	<ul style="list-style-type: none">• discussing why a particular site has heritage significance/cultural value for present generations (for example it provides a record of a significant historical event, has aesthetic value, reflects the community's identity)• identifying, in consultation with Aboriginal and Torres Strait Islander people, and visiting (where appropriate) local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people (for example engraving sites, rock paintings, natural sites or features such as the Birragai rock shelter, creeks or mountains)• identifying and designing a local historical tour of a site (for example one related to a particular cultural group)

The Humanities - History

The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)



- examining changes in technology over several generations by comparing past and present objects and photographs, and discussing how these changes have shaped people's lives (for example changes to land, air and sea transport; the move from wood fired stoves to gas/electrical appliances; the introduction of television, transistors, FM radio and digital technologies)
- identifying where the technology used in their grandparents' childhoods was made compared with the technology they use today
- examining the traditional toys used by Aboriginal and Torres Strait Islander children to play and learn (for example Arrernte children learn to play string games so they can remember stories they have been told)
- creating models of toys used by children who lived when electricity was not available

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence familiar objects and events (ACHHS047)

- ordering key events in the history of the local community using photographs and annotations

Distinguish between the past, present and future (ACHHS048)

- using terms to denote the passing of time in speech and writing (for example 'in the past', 'levels ago', 'the olden days', 'in the future')
- identifying signs of the past in photographs and other visual representations and using the correct term for these features – for example 'war memorial', 'museum'

Historical questions and research

Elaborations

Pose questions about the past using sources provided (ACHHS049)

- developing inquiry questions about a site (for example 'What does it look like now?' 'What condition is it in?' 'How might its use have changed?' 'What was its purpose?' 'How was it built/created?' 'How was it paid for?' 'What is its use and importance in the present?')
- structuring questions using appropriate verb tenses (for example in the question: 'What games did children play before electricity?', the helping verb 'did' is in the past)

Analysis and use of sources

Elaborations

Explore a range of sources about the past. (ACHHS050)

- locating historical evidence of the local community including signs of the past in the present (for example place and street names, monuments, built and non-built historical landmarks)
 - examining sources such as photographs, newspapers, stories and maps to learn about the past (some of these may be online and can be located through state and local library websites)
-

The Humanities - History

Identify and compare features of objects from the past and present (ACHHS051)



- identifying place and street names in the local community and discovering their origin and meaning (for example names that are linked to Aboriginal and Torres Strait Islander people, such as Eurobodalla National Park; historical events such as Deadman's Creek, early settlers, and political, religious and social figures)
- identifying features of a site (such as dates, decorations and plaques on buildings) that reveal its past

Perspectives and interpretations

Elaborations

Explore a point of view (ACHHS052)



- examining a point of view about changes to the built and natural environment and to daily lives over time

Explanation and communication

Elaborations

Develop a narrative about the past (ACHHS053)

- composing stories to compare past and present daily life (for example by using software to create a soundscape of the local area and a digital camera to take photographs of this area in the present and by using photographs to show images of the past)
- describing a significant person or place from their community's past (for example a short report on a building of significance describing when, where, why, who built it, and why it is valued; or a biography on a significant individual)

Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

- representing ideas and creating imaginative responses through visual images as well as written and spoken descriptions and narratives
-

Level 2 achievement standard

By the end of Level 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Level 3

Community and Remembrance

The Level 3 curriculum provides a study of identity and diversity in both a local and broader context. Moving from the heritage of their local area, students explore the historical features and diversity of their community as represented in symbols and emblems of significance, and celebrations and commemorations, both locally and in other places around the world.


The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: **Historical Knowledge, and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions**. The key inquiry questions at this level are:

- Who lived here first and how do we know?
- How has our community changed? What features have been lost and what features have been retained?
- What is the nature of the contribution made by different groups and individuals in the community?
- How and why do people choose to remember significant events of the past?

Historical Knowledge and Understanding

Community and Remembrance	Elaborations
<p>The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)</p> 	<ul style="list-style-type: none">• identifying the language groups of Aboriginal and Torres Strait Islander peoples who belong to the local area and explaining the relationship between language, country, place and spirituality• listening to Aboriginal or Torres Strait Islander Elders, grandparents and older community members tell stories associated with the local language groups and the land they belong to
<p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)</p>	<ul style="list-style-type: none">• investigating a development in the local community from the time of European settlement to the present day (for example through photographs, newspapers, oral histories, diaries and letters)• comparing photographs from both the past and present of a specific location to identify the nature of change or continuity (that is key similarities and differences)

The Humanities - History

The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)



- using local sites, museums and online collections (for the local area or state/territory) to identify the cultural groups within the local community and their influence over time (for example as reflected in architecture, commercial outlets and religious buildings) and comparing the development of the local community with another community

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHK063)



- identifying and discussing the historical origins of an important Australian celebration or commemoration
- generating a list of local, state and national symbols and emblems (for example club emblems, school logos, flags, floral emblems, coat of arms) and discussing their origins and significance
- examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags) and recognising special occasions when they are flown (for example all three flags are flown during NAIDOC week, National Reconciliation Week, National Sorry Day and MABO day)
- recognising the significance of other days or weeks including the Anniversary of the National Apology to Australia's Indigenous Peoples (2008)

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan (ACHHK064)



- comparing the significance of national days in different countries, looking at why they developed and elements they have in common
- viewing on the internet videos of celebrations of significant days, such as Independence Day in Greece
- investigating the origins and significance of international celebrations or commemorations (for example the International Day of Peace) and of celebrations important to particular cultural groups in Australia and in other countries

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical people and events (ACHHS065)

- developing an annotated timeline or other visual representation of key stages of settlement, which features local, regional or state events and people of historical significance

Use historical terms (ACHHS066)



- using historical terms (such as immigration, exploration, development, settlement and naming days of commemoration and emblems) when speaking, writing, and illustrating
- using acronyms (for example NAIDOC, ANZAC) and understanding their meaning

Historical questions and research

Elaborations

The Humanities - History

Pose a range of questions about the past (ACHHS067)

- posing appropriate questions when investigating the contribution that individuals and groups have made to the development of the local community ('Who?' 'What?' 'When?' 'Where?' 'Why?')
- posing appropriate questions when investigating the establishment of a local community ('How did people settle?' 'Who were they?' 'Why did they come to the area?')

Identify sources (ACHHS215)

- identifying sources to investigate change in the community in the past, such as photographs, maps, and the remains of buildings

Analysis and use of sources

Elaborations

Locate relevant information from sources provided (ACHHS068)

- analysing a range of sources (for example photographs, maps, oral histories) to locate information about the people, places and events in their community's present and past
- using information technologies to organise information and make connections (for example creating tables in word processing software, concept mapping)

Perspectives and interpretations

Elaborations

Identify different points of view (ACHHS069)



- identifying the meaning of celebrations from different perspectives (for example Australia Day for Aboriginal and Torres Strait Islander peoples compared with Anglo-Australians)

Explanation and communication

Elaborations

Develop texts, particularly narratives (ACHHS070)

- writing narratives about the community's past based on researched facts, characters and events
- composing historical texts (for example a biography on a noteworthy individual or group, a report on a significant event)

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

- creating and editing a presentation (for example one that includes text, images and sounds) to record and explain the past
- creating an oral, written, pictorial or digital representation to reflect the diverse 'character' of the community today

Level 3 achievement standard

By the end of Level 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Level 4

First Contacts

The Level 4 curriculum introduces world history and the movement of peoples. Beginning with the history of Aboriginal and Torres Strait Islander peoples, students examine European exploration and colonisation in Australia and throughout the world up to the early 1800s. Students examine the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.


The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- Why did the great journeys of exploration occur?
- What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?
- Why did the Europeans settle in Australia?
- What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?

Historical Knowledge and Understanding

First Contacts	Elaborations
<p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)</p> 	<ul style="list-style-type: none">• examining early archaeological sites (for example Nauwalabila, Malakunanja, Devil's Lair, Lake Mungo, Preminghana) that show the longevity of the Aboriginal people• mapping the diversity of Aboriginal and Torres Strait Islander language groups in Australia, with particular emphasis on the local area and state/territory• investigating pre-contact ways of life of the Aboriginal people and/or Torres Strait Islanders; their knowledge of their environment including land management practices; their sense of the interconnectedness of Country/Place, People, Culture and Identity; and some of their principles (such as caring for country, caring for each other and respecting all things)• studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples and examining the differences between their totems

The Humanities - History

The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts. (ACHHK078)



- identifying key individuals and groups who established contacts with Africa, the Americas, Asia and Oceania during the age of discovery; examining the journey of one or more of these explorers (for example Christopher Columbus, Vasco de Gama, Ferdinand Magellan) using internet mapping tools, and examining their impact on one society
- using navigation maps to reconstruct the journey of one or more explorers
- investigating networks of exchange between different groups of people

Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival. (ACHHK079)

- discussing reasons for the First Fleet journey, including an examination of the wide range of crimes punishable by transportation, and looking at the groups who were transported
- discussing the treatment of prisoners at that time, and past and present views on the colonisation of Australia; investigating the daily lives and social standing of those who travelled to Australia on the First Fleet, including families, children and convict guards

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment (ACHHK080)



- investigating contact with Aboriginal and Torres Strait Islander peoples before 1788 (for example the repulsion of the Dutch at Cape Keerweer in 1606 and the trade between the Macassans and the Yolngu people)
- comparing the European concept of land ownership with the Aboriginal and Torres Strait Islander peoples' relationship with the land and sea, and how this affected relations between them
- exploring early contact history with the British (for example Pemulwuy or the Black War) and the impact that British colonisation had on the lives of Aboriginal people (dispossession, dislocation and the loss of lives through conflict, disease, loss of food sources and medicines)
- exploring whether the interactions between Europeans and Aboriginal and Torres Strait Islander peoples had positive or negative effects
- examining paintings and accounts (by observers such as Watkin Tench and David Collins) to determine the impact of early British colonisation on Aboriginal peoples' country

Historical Skills

Chronology, terms and concepts

Elaborations

Sequence historical people and events (ACHHS081)



- placing key events and people of early contact history in chronological order by creating timelines and explaining the sequence

Use historical terms (ACHHS082)



- using historical terms when talking about the past (for example 'penal', 'transportation', 'navigation', 'frontier conflict', 'colonisation')
- identifying the origins of place names in Australia (for example those named by French explorers, Aboriginal place names)

The Humanities - History

Historical questions and research	Elaborations
Pose a range of questions about the past (ACHHS083) 	<ul style="list-style-type: none">generating questions about the diversity and antiquity of Aboriginal and Torres Strait Islander peoples, and the nature of contact in early Australia (for example 'Who?' 'What?' 'When?' 'Where?' 'Why?' questions)posing questions about explorers (for example 'Who were they?' 'Where were they from?' 'Where did they go?' 'What did they do?')posing questions about the First Fleet (for example 'Why did the First Fleet travel to Australia?' 'Who was on it?' 'What were their stories?' 'What was the journey like?')
Identify sources (ACHHS216)	<ul style="list-style-type: none">identifying sources to investigate the story of the First Fleet and its arrival, such as paintings, maps, written records/accounts
Analysis and use of sources	Elaborations
Locate relevant information from sources provided (ACHHS084)	<ul style="list-style-type: none">finding historical information to determine the nature of colonial settlement, the impact of significant events and the role of individuals in shaping a colony
Perspectives and interpretations	Elaborations
Identify different points of view (ACHHS085) 	<ul style="list-style-type: none">exploring different stories about contact experiences and early penal life to discover the thoughts or feelings of the people at that time (for example convicts, Aboriginal and Torres Strait Islander people, convict guards, free settlers)
Explanation and communication	Elaborations
Develop texts, particularly narratives (ACHHS086)	<ul style="list-style-type: none">listing key events and people's experiences and linking them together to form a narrative about the pastrecounting the experiences of an individual based on researched facts (for example a biography, diary or journal of a navigator or convict on the First Fleet)
Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS087)	<ul style="list-style-type: none">creating charts, pictorial stories, maps, digital and oral presentations to explain the pastmaking a podcast that features a story from the First Fleet

Level 4 achievement standard

By the end of Level 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group over time. They recognise the significance of events in bringing about change.

Students sequence events and people (their lifetime) in chronological order to identify key dates. They pose a range of questions about the past. They identify sources (written, physical, visual, oral), and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Level 5

The Australian Colonies

The Level 5 curriculum provides a study of colonial Australia in the 1800s. Students look at the founding of British colonies and the development of a colony. They learn about what life was like for different groups of people in the colonial period. They examine significant events and people, political and economic developments, social structures, and settlement patterns.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Historical Knowledge and Understanding

The Australian Colonies	Elaborations
Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800. (ACHHK093)	<ul style="list-style-type: none">• investigating the reasons for the establishment of one or more British colonies such as a penal colony (for example Moreton Bay, Van Diemen's Land) or a colony that later became a state (for example Western Australia, Victoria)

The Humanities - History

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. (ACHHK094)



- investigating colonial life to discover what life was like at that time for different inhabitants (for example a European family and an Aboriginal or Torres Strait Islander Language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, language, housing and childrens' lives'.
- mapping local, regional and state/territory rural and urban settlement patterns in the 1800s, and noting factors such as geographical features, climate, water resources, the discovery of gold, transport and access to port facilities that shaped these patterns
- investigating the impact of settlement on the environment (for example comparing the present and past landscape and the flora and fauna of the local community)

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. (ACHHK095)



- investigating an event or development and explaining its economic, social and political impact on a colony (for example the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy)
- creating 'what if' scenarios by constructing different outcomes for a key event, for example 'What if Peter Lalor had encouraged gold miners to pay rather than resist licence fees?'

The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony. (ACHHK096)



- identifying the reasons why people migrated to Australia in the 1800s (for example as convicts; assisted passengers; indentured labourers; people seeking a better life such as gold miners; and those dislocated by events such as the Industrial Revolution, the Irish Potato Famine and the Highland Clearances)
- investigating the experiences and contributions of a particular migrant group within a colony (for example Germans in South Australia, Japanese in Broome, Afghan Cameleers in the Northern Territory, Chinese at Palmer River, Pacific Islanders in the Torres Strait)
- connecting (where appropriate) stories of migration to students' own family histories

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. (ACHHK097)



- investigating the contribution or significance of an individual or group to the shaping of a colony in the 1800s (for example groups such as explorers or pastoralists; or individuals such as Blaxland, Lawson and Wentworth, G.J.Macdonald, Elizabeth and John Macarthur, Caroline Chisholm, Saint Mary Mackillop, Peter Lalor, James Unaipon)
- exploring the motivations and actions of an individual or group that shaped a colony

Historical Skills

Chronology, terms and concepts

Elaborations

The Humanities - History

Sequence historical people and events
(ACHHS098)

- compiling an annotated timeline showing key stages in the development of colonial Australia including the date of European settlement in each state, the date the colony was established, the date of self-government

Use historical terms and concepts (ACHHS099)

- using historical terms (such as the gold era, the Eureka Stockade, the Myall Creek Massacre, colony)
- understanding the key concepts related to the content such as settlement, expansion, migration, protection, development, rural, urban)

Historical questions and research

Elaborations

Identify questions to inform an historical inquiry
(ACHHS100)

- developing key questions about the local community or region (for example: 'Why was the area settled?' 'What people came to live in the area?' 'How did they make their living?' 'How did men, women, and children live?')

Identify and locate a range of relevant sources
(ACHHS101)

- using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry (for example primary sources such as stories, songs, diaries, official documents, artworks)
- understanding the internet domain names 'com', 'edu', 'gov' as indicators of the provenance of a source
- visiting a local cemetery and surveying the graves to find clues about the patterns of settlement, ages and causes of death in the local area

Analysis and use of sources

Elaborations

Locate information related to inquiry questions in a range of sources (ACHHS102)

- finding relevant historical information about colonial Australia from primary and secondary sources
- using pro formas and datasheets to develop questions, and record information and sources/references

Compare information from a range of sources
(ACHHS103)

- examining two sources of evidence to identify similarities and/or differences, and describing what they reveal about the past
- checking publication dates to put information contained in a text in historical context (for example a 1965 Australian history book may provide a different perspective to one published in 2010)

Perspectives and interpretations

Elaborations

Identify points of view in the past and present
(ACHHS104)

- identifying the different motives and experiences of individuals and groups in the past (for example the reasons people migrated to Australia and their diverse experiences)

Explanation and communication

Elaborations

The Humanities - History

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS105)

- using sources to develop narratives (for example reasons for the establishment of colonies, effects of key developments and events on colonies, the impact of significant groups or individuals on development)
- using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story
- creating visual, oral or written journals reflecting the daily life experiences of different inhabitants of a convict or colonial settlement

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS106)

- using ICT to create presentations which are suitable for the target audience and include text, images and/or audiovisuals.
 - using communication technologies to exchange information and to foster a collaborative response (for example a wiki)
-

Level 5 achievement standard

By the end of Level 5, students identify the causes and effects of change on particular communities, and describe aspects of the past that remained the same. They describe the different experiences of people in the past. They describe the significance of people and events in bringing about change.

Students sequence events and people (their lifetime) in chronological order, using timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and record information related to this inquiry. They examine sources to identify points of view. Students develop, organise and present their texts, particularly narratives and descriptions, using historical terms and concepts.

Level 6

Australia as a nation

The Level 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system, and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.

The content provides opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance.**

These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

Historical Knowledge and Understanding

Australia as a Nation	Elaborations
Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government. (ACHHK113)	<ul style="list-style-type: none">• studying Australia's path to Federation through an examination of key people (for example Henry Parkes, Edmund Barton, George Reid, John Quick) and events (for example the Tenterfield Oration, the Corowa Conference, the referendums held in the colonies from 1898 to 1900)• comparing the model of Australian federalism with the original model of the United States of America to identify the US influence on Australia's system of government• identifying key elements of Australia's system of law and government and their origins (for example the Magna Carta; federalism; constitutional monarchy; the Westminster system and the separation of powers - legislature, executive, judiciary; the houses of parliament; how laws are made)

The Humanities - History

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. (ACHHK114)



- the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by their early classification as flora and fauna, controls on movement and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions
- describing the significance of the 1962 right to vote federally and the 1967 referendum
- investigating the stories of individuals or groups who advocated or fought for rights in twentieth-century Australia (for example Jack Patten or the Aborigines Progressive Association)
- investigating the experiences of democracy and citizenship of women (for example the suffragette movement, the bar on married women working, equal pay, the Sex Discrimination Act 1984)
- investigating the experiences of democracy and citizenship of migrant groups (for example internment camps during World War II; assimilation policies, anti-discrimination legislation, mandatory detention, pay and working conditions)
- investigating the experiences of democracy and citizenship of children who were placed in orphanages, homes and other institutions (for example the nature of their food and shelter, education and contacts with family)

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)



- comparing push and pull factors that have contributed to people migrating to Australia (for example economic migrants and political refugees)
- exploring individual narratives using primary sources (for example letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources
- describing cultural practices related to family life, beliefs and customs of newly-arrived migrant groups and comparing these with those of the communities in which they settled within Australia
- connecting stories of migration to students' own family histories (where appropriate)




The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)



- examining population data that show the places of birth of Australia's people at one or more points of time in the past and today, and using digital technologies to process and record this data
- investigating the role of specific cultural groups in Australia's economic and social development (for example the cattle industry, the Snowy Mountains Scheme, the pearling industry)
- considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary of Biography)

Historical Skills

The Humanities - History

Chronology, terms and concepts	Elaborations
Sequence historical people and events. (ACHHS117) 	<ul style="list-style-type: none">• placing key events, ideas, movements and people of the twentieth century in chronological sequence• using timelines to describe past events and changes• identifying and developing a timeline of world unrest that contributed to migration in the 1900s (for example the World Wars, the Vietnam War, the war in the former Yugoslavia, the Tiananmen Square massacre, the war in Sudan)
Use historical terms and concepts (ACHHS118)	<ul style="list-style-type: none">• using historical terms and concepts related to the content such as 'democracy', 'federation', 'empire', 'immigration', 'heritage', 'diversity', 'enfranchisement', 'suffrage'
Historical questions and research	Elaborations
Identify questions to inform an historical inquiry (ACHHS119) 	<ul style="list-style-type: none">• developing key questions about the birth of Australian democracy and the experiences of citizenship for women, migrants and Aboriginal and Torres Strait Islander people• developing key questions about immigration such as: 'What were the main reasons people migrated to Australia?' 'Who migrated?' 'Where did they come from?' 'What impact have they had on the character of Australian society?'
Identify and locate a range of relevant sources (ACHHS120)	<ul style="list-style-type: none">• using internet search engines, museums, library catalogues and indexes to find material relevant to an inquiry• identifying community or family members who migrated to Australia and conducting an interview to learn about their experiences; understanding that different questions elicit different kinds of answers (for example the difference between a closed and open question – 'Did you like Australia when you first arrived?' compared with 'How did you feel about Australia when you first arrived?')• retrieving census data to construct arguments for and against migration
Analysis and use of sources	Elaborations
Locate information related to inquiry questions in a range of sources. (ACHHS121) 	<ul style="list-style-type: none">• finding relevant historical information in primary and secondary sources (for example related to the rights and status of women as well as Aboriginal and Torres Strait Islander peoples and the experiences of migrants)• using pro formas and datasheets to develop questions and record information and sources about the movement of people to Australia in the twentieth century and the increasing cultural diversity of present day Australia

The Humanities - History

Compare information from a range of sources.
(ACHHS122)

- examining a range of sources of evidence to identify similarities and/or differences and describing what they reveal about the past (for example comparing information in sources to determine views on the effects of migration on the development of Australian society)
- checking publication dates to put in historical context the information contained in the text (for example comparing a 1965 Australian history book and a 2010 refugee website to identify different perspectives)

Perspectives and interpretations

Elaborations

Identify points of view in the past and present
(ACHHS123)

- analysing the language used in sources to identify values and attitudes (for example 'new Australians', 'boat people')
- analysing sources to identify persuasive techniques such as modality (for example 'would', 'could', 'may', 'might') and the use of the passive voice to cover a lack of sources (for example 'it is claimed that' rather than the active voice 'Tim Flannery claims that...')

Explanation and communication

Elaborations

Develop texts, particularly narratives and descriptions, which incorporate source materials (ACHHS124)

- developing narratives based on information identified from a range of sources (using some of the language devices of narratives, evocative vocabulary, and literary sentence structures but using real characters and events to tell their story)
- combining literary and informational language (for example 'Standing on a cold windy pier in Kythera, Dimitri waved goodbye to his crying mother. '); evocative language and complex narrative structures and factual vocabulary and simple and compound sentence structures (for example 'It was 1956 and Greece was recovering from a long civil war.')
- composing historical texts (for example information reports, expository texts, persuasive texts, recounts, biographies)

Use a range of communication forms (oral, graphic, written) and digital technologies
(ACHHS125)

- developing charts, graphs, tables, digital presentations, written and oral presentations to explain the past using ICTs.
- creating a digital story, using text, images and audio/visual material, to record migrant experiences

Level 6 achievement standard

By the end of Level 6, students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past. They explain the significance of an individual and group.

Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Level 7

The Ancient World

The Level 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: **Historical Knowledge and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Historical Knowledge and Understanding

Overview

The following content is to be taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the level. Overview content identifies important features of the period, approximately 60 000 BC (BCE) – c.650 AD (CE), as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:

the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.

- using a map to describe the pattern of movement of humans 'out of Africa' and across other continents over time, and looking at the types of evidence of these movements (for example stone tools, human remains and cave paintings)

the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)

The Humanities - History

- exploring an early example of art (for example the 17 000 BCE great bull paintings from the Lascaux Cave in France) and discussing why they may have been painted
- discussing the evolving nature of the evidence in this period, which shows increasingly sophisticated forms of technology (for example the transition from making tools out of stone, bone and wood to metalworking)
- identifying sources of evidence for the emergence of organised states (for example the Cuneiform script phonetic writing of the Sumerians c.3500 BCE; the ancient law code of Hammurabi clay tablets from ancient Babylon c.1790 BCE; artefacts found in the tombs at Ur Sumer c.2500 BCE, which indicate the presence of either royalty or priestesses; pottery shards and fragments discovered in Palestine made of mud from the River Nile in Egypt as evidence of trade)

key features of ancient societies (farming, trade, social classes, religion, rule of law)



- exploring why the shift from hunting and foraging to cultivation (and the domestication of animals) led to the development of permanent settlements
- identifying the major civilisations of the ancient world (namely Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya); where and when they existed, and the evidence for contact between them
- locating the major civilisations of the ancient world on a world map and using a timeline to identify the longevity of each ancient civilisation
- identifying the major religions/philosophies that emerged by the end of the period (Hinduism, Judaism, Buddhism, Confucianism, Christianity, Islam), and their key beliefs (through group work)

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study elective will constitute approximately 30% of the total teaching time for the level. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

1 Investigating the ancient past

Elaborations

Students build on and consolidate their understanding of historical inquiry from previous levels in depth, using a range of sources for the study of the ancient past.

Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

- identifying different approaches to historical investigation such as the use of excavation and stratigraphy, oral history and use of data derived from radiocarbon dating

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

- listing a range of sources (both archaeological and written) required in an historical investigation to develop a response to the question(s) being asked

The Humanities - History

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)

- evaluating various methods for investigating the ancient past, for example stratigraphy to date discoveries; DNA testing to identify past individuals from their remains (such as Egyptian mummies) as well as common diseases
- using a cross-sectional drawing of the earth's surface from an archaeological excavation to identify the evidence located at various layers (stratigraphy) and what it reveals about change over time (for example a charcoal layer containing human remains and weapons may indicate the capture and destruction of an ancient settlement such as Troy)

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)



- investigating the discovery of Mungo Woman in 1969 and the use of radio-carbon dating to draw conclusions about the longevity of human occupation at Lake Mungo
- generating a range of questions to investigate a source (for example a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)



- investigating world heritage criteria for the listing of significant ancient sites, using an example of an ancient site such as Pompeii
- explaining the UNESCO-led rescue mission to save the temples of Abu Simbel

2 The Mediterranean world

Elaborations

Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.

Egypt

The physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)



- describing the importance of the River Nile to Egyptian society (for example inundation and farming, the worship of Hapi (god of the Nile), and the use of the Nile as a means of transportation)

Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)

- creating a graphic representation of the social structure of Egyptian society
- outlining the rights of women (for example in the areas of marriage, family life, work and education) and their responsibilities (that is, generally limited to the home and family)

The significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)

- investigating significant beliefs associated with death and funerary customs (for example belief in an afterlife) and practices (for example burial in tombs and techniques of mummification)
- generating alternative explanations for the building of the pyramids at Giza

The Humanities - History

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)



The role of a significant individual in ancient Egyptian history such as Hatshepsut or Rameses II (ACDSEH129)

OR

Greece

The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)

Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)

The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)

The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)

OR

Rome

- explaining the nature of contact with other societies (for example trade with Cyprus, Crete and Greece); and conflict (for example the Battle of Kadesh in the New Kingdom that concluded with Rameses II's peace treaty with the Hittites)

- examining the historical context, early life and achievements of a significant historical figure from ancient Egypt, and how they were perceived by their contemporaries

- describing the impact of the sea and mountain ranges of Ancient Greece on the development of self-governing city-states

- examining evidence of the social structure of Athenian or Spartan society (for example the roles of citizens, women, slaves in Athenian society and the roles of Spartiates, Perioikoi and Helots in Spartan society)

- outlining the rights of citizens in ancient Athens (for example the right to vote), their responsibilities (for example military service, attending assembly meetings) and the invention of freedom

- investigating the significant beliefs, values and practices of the ancient Greeks (for example the Olympic Games or the Delphic Oracle)
- investigating significant beliefs and values associated with warfare (for example heroic ideals as revealed in the Iliad) and military practices (for example army organisation, the hoplite phalanx and naval warfare)

- explaining the nature of contact with other societies (for example the commodities that formed the trade with Egypt, Greek colonisation of the Mediterranean), and conflict (for example the Persian Wars and the Battle of Salamis, the empire of Alexander the Great and the reach of Greek culture)

- examining the historical context, early life and achievements of a significant historical figure from ancient Greece, and how they were perceived by their contemporaries

The Humanities - History

The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. (ACDSEH004)



Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. (ACDSEH038)

The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs. (ACDSEH039)

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)



The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)

- describing the methods used by the Romans to manage resources (for example the water supply through aqueducts and plumbing systems)
- examining the evidence of the social structure of Roman society (for example the roles of patricians, plebeians, women and slaves in the city of Rome) and the idea of Republican virtue and its historical resonance
- describing the significance of slavery in the period of the Roman Empire (for example the acquisition of slaves through warfare, the use of slaves as gladiators and agricultural labourers, and the rise of freedmen)
- investigating significant beliefs associated with daily life (for example the evidence of household religion) and practices (for example the use of public amenities such as baths, and the forms of entertainment in theatres and amphitheatres)
- describing the furthest extent of the Roman Empire and the influence of foreign cults on Roman religious beliefs and practices (for example the Pantheon of Gods (Greece), Isis (Egypt) and Mithras (Persia))
- reading accounts of contacts between Rome and Asian societies in the ancient period (for example the visit of Chinese and Indian envoys to Rome in the time of Augustus, as described by the Roman historian Florus)
- examining the historical context, early life and achievements of a significant historical figure from ancient Rome, and how they were perceived by their contemporaries

3 The Asian world

Elaborations

Students investigate ONE of these Asian societies in depth: China or India

India

The physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)



Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion. (ACDSEH044)



- describing how harmonious relationships with the natural world were reflected in Indian belief systems (for example Hinduism, Buddhism and Jainism)
- creating a graphic representation of the extent of India as a political unit at this time, including for example its diverse climatic and geographical features, types and location of food production, areas of high and low density population
- creating a graphic representation of the social structure of Indian society
- explaining the social structure of India, including the role of Brahmins – priests, teachers; Kshatriyas – kings, warriors; Vaishyas – merchants, artisans; Shudras – labourers, peasants

The Humanities - History

The significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)



The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)



OR

China

The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)



Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. (ACDSEH041)



The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)



Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)



- investigating the significant beliefs, values and practices of Indian society associated with for example, rites of passage for boys and men; rites of passage for girls and women; marriage rites (for example, the role of the family, religious ceremonies).
- investigating the significant beliefs, values and practices of Indian society associated with death and funerary customs (for example cremation, the use of professional mourners, the construction of stupas)
- examining the extent of Indian contact with other societies such as the Persians under Cyrus, the Macedonians under Alexander; the extensive trade with the Romans and Chinese; the material remains of the Mauryan Empire such as the Pillars of Ashoka and the Barabar Caves; the spread of Hinduism and Buddhism
- examining the historical context, early life and achievements of a significant historical figure from India in this period, and how they were perceived by their contemporaries
- describing the significance of the Yellow River to irrigation and the impact of features such as the Himalayas on contacts with other societies, including trade
- creating a graphic representation of the social structure of Chinese society
- outlining the rights and responsibilities of women (for example in the areas of marriage, family life, work and education)
- investigating the significant beliefs, values and practices of Chinese society associated with daily life (for example irrigation and the practice of agriculture, the teachings of Confucius, the evidence of daily life from the Han tombs)
- explaining the rise of imperial China (for example the use of chariot warfare and the adoption of mass infantry armies, the building of the first phase of the Great Wall of China, military strategies as codified in Sun Tzu's The Art of War)

The Humanities - History

The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)



- examining the historical context, early life and achievements of a significant historical figure from China in this period, and how they were perceived by their contemporaries

Historical Skills

Chronology, terms and concepts	Elaborations
Sequence historical events, developments and periods (ACHHS205)	<ul style="list-style-type: none">● identifying the approximate beginning and end dates of ancient societies and the periods of time when they coexisted
Use historical terms and concepts (ACHHS206)	<ul style="list-style-type: none">● defining and using terms such as BC (Before Christ), AD (Anno Domini), BCE (Before Common Era), and CE (Common Era); prehistory (before the period of textual recording) and history (the period beginning with named individuals and textual recording)● defining and using concepts such as slavery, divine right, source (where a historian finds information) and evidence (the information that is used by the historian)
Historical questions and research	Elaborations
Identify a range of questions about the past to inform a historical inquiry (ACHHS207)	<ul style="list-style-type: none">● posing a key question such as: 'How were the pyramids at Giza built?' and understanding that there may not be a definitive answer; identifying related questions to inform the inquiry including: 'What evidence is there?' 'What theories have been developed?'● posing questions of sources such as: 'Where does it come from?' 'How do we know?' 'What information does it provide?' 'What other sources might be needed?'● identifying steps in the research process (for example identifying information needed, locating that information, recording relevant information from sources)
Identify and locate relevant sources, using ICT and other methods (ACHHS208)	<ul style="list-style-type: none">● compiling a list of different sources (for example papyrus scrolls, coins, statues, human remains)● using web search techniques to refine a search for information/images related to a historic site (for example use of place names, dates and search words such as 'photo gallery')● identifying information within a source that can be used as evidence to support an interpretation
Analysis and use of sources	Elaborations

The Humanities - History

Identify the origin and purpose of primary and secondary sources (ACHHS209)



- discussing the difficulties in identifying the origin and purpose of some sources (for example the Kimberley Bradshaw paintings)
- responding to questions about photographs, artefacts, stories, buildings and other sources to explain the past such as: 'Who wrote/produced this?' 'When?' 'Why?' 'What does it show about the past?'
- differentiating between primary sources (those from the time of the event/person/site being investigated) and secondary sources (those that represent later interpretations)

Locate, compare, select and use information from a range of sources as evidence (ACHHS210)

- creating categories (that is, concepts) with which to organise information obtained from sources
- identifying a range of archaeological sources (for example the physical remains of the Colosseum, gladiatorial equipment such as helmets, mosaics showing gladiatorial combat, written accounts of what happened in the Colosseum)

Draw conclusions about the usefulness of sources (ACHHS211)

- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between a fact (for example 'some gladiators wore helmets') and an opinion (for example 'all gladiators were brave')
- using strategies to detect whether a statement is fact or opinion, including word choices that may indicate an opinion is being offered (for example the use of conditionals 'might', 'could', and other words such as 'believe', 'think', 'suggests')

Perspectives and interpretations

Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)

- identifying the possible meaning of images and symbols in primary sources
- identifying the perspective in a historical source, such as the saying of Confucius that, 'women and underlings are especially difficult to handle' and discussing the values and attitudes of the society that produced it

Explanation and communication

Elaborations

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)

- outlining the significance of a past event, providing reasons for the event and referring to relevant evidence
- describing the social structure of the ancient society, using evidence from sources such as artwork and written accounts



Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)

- creating an audio-visual presentation, using ICT, to recreate and show the specific features of an ancient battle, temple, pyramid complex or burial site

Level 7 achievement standard

The Humanities - History

By the end of Level 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Level 8

The Ancient to the Modern World

The Level 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: **Historical Knowledge and Understanding** and **Historical Skills**. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the level. Overview content identifies important features of the period, c.650 AD (CE) – 1750, as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies; and to consolidate understanding through a review of the period.

Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:

the transformation of the Roman world and the spread of Christianity and Islam

- recognising how relations between the Islamic and Western worlds were characterised by both peaceful coexistence (trade) and conflict during this period (the Crusades)
- discussing Britain after the end of the Roman occupation; the Anglo-Saxon kingdoms; Old English and the foundations of modern English; Beowulf and archaeology; Anglo-Saxon institutions and the roots of medieval parliament

key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict)



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- describing beliefs about the world and the voyages of discovery (European and Asian), the nature of the voyages and the redrawing of the map of the world
- locating the major trading routes (including the Mediterranean; the Silk Road; the sea route between China, India and the east coast of Africa; and the Columbian Exchange) on a map and identifying the nature of the trade/contact (for example along the Silk Road – slaves, spices, silk, glassware, spread of knowledge and diseases)
- identifying the major civilisations of the period (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca); where and when they existed; and their extent (for example the Vikings through Europe, the Mongols across Eurasia, and Spain in the Americas)
- explaining the significance of land ownership in the practice of feudalism and the nature of feudalism in Europe (for example knights) and Japan (for example samurai)

the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment).



- discussing the extent of knowledge about the world as indicated through changing world maps (for example the Da Ming Hun Yi Tu world map (1389 CE); and the Nova Totius Terrarum Orbis by Hendrik Hondius (1630))

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study will constitute approximately 30% of the total teaching time for the level. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

1 The Western and Islamic World

Elaborations

Students investigate ONE of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.

The Ottoman Empire (c.1299 – c.1683)

The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture. (ACDSEH053)

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)

- describing the way of life of people in the Ottoman Empire (for example the role of the coffee house and bazaar or marketplace, the power and responsibility of the Sultan to ensure that justice was served within society)
- describing Ottoman art and architecture (for example the Selimiye Mosque in the city of Edirne in Turkey, and Islamic geometric design)
- outlining the millet system that regarded non Muslim people as subjects, but as not being subject to Muslim law
- explaining the tolerance of the Ottomans towards Christians and Jews

The Humanities - History

The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)

OR

Renaissance Italy (c.1400 – c.1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)

Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)

The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolò Machiavelli (ACDSEH058)

The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)

OR

The Vikings (c.790 – c.1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

- investigating the achievements of individuals (for example Selim I in establishing the empire and capturing Jerusalem; or Suleiman the Magnificent in expanding the empire to Belgrade in Europe)

- describing the way of life of people in Renaissance Italy (for example the role of men in tending the fields or merchant shops, the influence of government in particular city-states, for example Naples – a monarchy, Florence – a republic)

- describing the work of Leonardo Da Vinci for example his artworks (the Mona Lisa and The Last Supper) and inventions (a rudimentary helicopter and solar power); the work of Michelangelo (for example the Sistine Chapel paintings, David, Pieta); the thinking of Copernicus (for example astronomy – seeing the sun as the centre of the universe); and the invention of the printing press

- investigating learning in the Renaissance period (for example humanism, astrology, alchemy, the influence of ancient Greece and Rome)

- explaining the influence of the Medici family in Florence as bankers and merchants, and their patronage of the arts

- investigating the achievements of Galileo (for example improvements in the telescope and his astronomical observations)

- outlining the spread of Renaissance culture to England (for example the rise of literature through Shakespeare)

- locating Viking lands in Scandinavia (Denmark, Norway and Sweden)

- describing the way of life of the Vikings (for example living in a cold and harsh environment; the importance of farming and raids; the significance of honour in Viking warrior society)

The Humanities - History

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

- describing Viking craft with particular emphasis on the production of weapons (for example swords, battle axes and helmets)
- outlining the key role of gods such as Odin, Thor, Frey and Freyja in Viking religion and the adoption of Christianity during the Viking period
- investigating the construction of longboats and their role in exploration, including innovations in keel and sail design.
- describing evidence of Viking trade between Russia (Kiev) and the east (through Constantinople)

Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)

- explaining the attacks on monasteries, for example Lindisfarne (793 CE) and Iona (795 CE) and reviewing the written accounts by monks that contributed to the Vikings' reputation for pillage and violence
- the survival of a heroic Iron Age society in Early Medieval Ireland, as described in the vernacular epics, and its transformation by the spread of Christianity; the influence of the Vikings; the Anglo-Norman conquest
- investigating the remains of Viking settlements (for example Dublin (Ireland) and Jorvik (York))

The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)

- outlining Erik the Red's development of Viking settlements in Eastern and Western Greenland in 985 CE
- comparing the artefacts discovered at L'Anse aux Meadows in Newfoundland (Canada) with Viking artefacts as possible evidence that the Vikings had discovered America 500 levels before Christopher Columbus

OR

Medieval Europe (c.590 – c.1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)

- describing the structure of feudal society (for example the role and responsibilities of the king, nobles, church, knights and peasants)

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)

- describing the features of castles and churches of the period (for example Warwick Castle in England and Notre Dame Cathedral in Paris) as examples of the Church's power in terms of its control of wealth and labour
- outlining inventions and developments in the Islamic world (for example the astrolabe, public hospitals and libraries and their subsequent adoption in the Western world)
- recognising that the medieval manuscripts of monastic scribes contributed to the survival of many ancient Greek and Roman literary texts
- examining the religious nature of illuminated manuscripts and how they were the product of a complex and frequently costly process
- listening to the Gregorian chants of Western Christianity and exploring how they reflect the nature and power of the Church in this period

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)

- investigating different types of crime and punishment (for example trial by combat as a privilege granted to the nobility; being hung, drawn and quartered as a punishment for heinous crimes such as treason, and the use of the ducking stool as a punishment for women) and in what ways the nature of crime and punishment stayed the same, or changed over time

The dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)

- explaining why Charlemagne was a significant figure in Medieval Europe, such as his expansion of the Frankish kingdom and his support of the Church

2 The Asia-Pacific World

Elaborations

Students investigate ONE of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.

Angkor/Khmer Empire (c.802 – c.1431)

The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king). (ACDSEH011)



- describing the way of life in the Khmer Empire through stone carvings and the writings of the Chinese Ambassador Zhou Daguan (for example in relation to fishing, trading in markets, temple construction)

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)



- explaining how being revered as the 'god-king' or 'deva-raja' enabled the Khmer kings to rule over the empire with absolute authority, thereby enhancing their ability to mobilise manpower to defend the empire as well as to invade neighbours

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)



- describing the main features of the water management system at Angkor (for example the extensive use of reservoirs and canals)

Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)



OR

Japan under the Shoguns' (c.794 – 1867)

The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)



The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade. (ACDSEH063)



The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)



Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)



OR

The Polynesian expansion across the Pacific (c.700 – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)

- outlining theories about the decline of the Khmer civilisation (for example the development of an unstable climate such as drought and monsoons, the rise of Theravada Buddhism; the arrival of the Black Death and the breakdown of Angkor's water management system)

- describing the way of life in feudal Japan under the shoguns (for example 'bushido' – the chivalric code of conduct of the samurai that emphasised frugality, loyalty, mastery of martial arts, and honour)

- describing the relationship between the emperor, shogun, daimyo (lords) samurai (warriors), workers (for example farmers, artisans and traders)
- explaining reasons for Japan's closure to foreigners under the Tokugawa Shogunate and the impact of US Commodore Perry's visit in 1853

- investigating the demand for available land and the patterns of land use in the period
- outlining the attempts by the Tokugawa Shogunate to curb deforestation (for example imposing heavy regulations on farmers; managing the harvesting of trees; and using new, lighter and more efficient construction techniques)

- describing internal pressures in shogunate Japan (for example the rise of a commercial class at the expense of the samurai, peasant uprisings such as Osaka 1837, and famine)
- describing the increasing exposure to Western technology and ideas (for example the establishment of a naval school with Dutch instructors, the translation of Western books)
- evaluating the significance of the Meiji Restoration of 1868 CE that restored imperial rule to Japan

- locating Polynesia on a map, tracing the expansion of Polynesian settlers throughout the Pacific, and considering how they made their journeys
- outlining different theories about the expansion (for example west/east and east/west movement, the expansion as accidental versus intentional)

The Humanities - History

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)

The cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)



- describing the way of life of Easter Island society (Rapa Nui) for example fishing by the men, links between the household and the extended clan through the exchange of goods, wives, and labour; the use of stone tools
- investigating the construction of the moai (giant statues) on Easter Island (Rapa Nui), the techniques used to make and transport them, and theories about their meaning (for example representations of dead ancestors or chiefs)
- researching the extinction of the moa in New Zealand as a result of hunting and habitat decline
- explaining the significance of Rahui as a way of prohibiting the collection of resources, to ensure their sustainability
- evaluating the evidence for theories about the deforestation of Easter Island (Rapa Nui)

3 Expanding contacts

Elaborations

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.

Mongol Expansion (c.1206 – c.1368)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)



The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)



The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)



The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)



OR

The Black Death in Asia, Europe and Africa (14th century plague)

- describing the nomadic nature of Mongol life and the rise of Temujin (Genghis Khan) who united all Mongol tribes in 1206 CE
- outlining Genghis Khan's use of decimal organisation in his army and his policies for governing his empire (for example codifying laws, banning the killing of animals in the breeding season, supporting religious freedom, and expanding trade)
- mapping the expansion of the Mongol empire across Asia and Europe
- describing the way of life in Mongolia and its incorporation into Chinese life (for example agriculture – domestication of animals such as horses, camels and cattle; food – dried meat and yoghurt; and housing – yurts)
- explaining the role of the Mongols in forging connections between Europe and Asia through conquest, settlement and trade (for example the use of paper money and coinage; the growing number of European merchants travelling to China)

The Humanities - History

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)

- investigating living conditions in London in the fourteenth century (for example the lack of sanitation, crowded housing); the extent of medical knowledge (for example based on Hippocrates' theory); and beliefs about the power of God (for example that diseases were a punishment of God)

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)



The causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)



The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)



Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)

- mapping the spread of the Black Death (Asia, Africa, Europe) in the fourteenth century CE
- explaining reactions to the Black Death, for example the emergence of flagellants (those who would whip themselves to be free of sin) and the persecution of Jewish people
- using studies of church records from the period to identify the effect of the Black Death on human populations and to consider the reliability of these statistics
- categorising the effects of the Black Death, as either short-term or long-term and drawing conclusions about the severity of the Black Death

OR

The Spanish Conquest of the Americas (c.1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs. (ACDSEH016)

- describing the social organisation of the Aztecs (for example nobility, slaves); their beliefs (for example worship of a number of gods and the need to make human sacrifices to appease these gods); life in the capital city Tenochtitlan

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)

- explaining the arrival of Spanish conquistadores in Mexico and Peru from 1510 CE (Balboa) to 1531 (Pizarro), and their reasons (for example seeking wealth, claiming land for their king, converting the local populations to Christianity, sense of adventure)

The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)

- describing encounters between Hernan Cortes and the Aztecs, as well as the siege of Tenochtitlan

The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe (ACDSEH075)

- outlining the impact of Spanish conquest on the Americas (for example the spread of disease due to the lack of immunity; the introduction of crops such as maize, beans, potatoes, tobacco and chocolate from the Americas to Europe)

The Humanities - History

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)



- explaining the longer-term effects of conquest and colonisation on the indigenous populations of the Americas (for example the unequal distribution of land and wealth, and political inequality)

Historical Skills

Chronology, terms and concepts	Elaborations
Sequence historical events, developments and periods (ACHHS148)	<ul style="list-style-type: none">• placing historical events in sequence in order to identify broader patterns of continuity and change (for example the Polynesian expansion across the Pacific; the stability of the Angkor/Khmer Empire over many centuries)
Use historical terms and concepts (ACHHS149)	<ul style="list-style-type: none">• understanding the different meanings of particular terms and concepts when viewed in their historical context, such as feudalism in medieval Europe and Japan
Historical questions and research	Elaborations
Identify a range of questions about the past to inform a historical inquiry (ACHHS150)	<ul style="list-style-type: none">• experimenting with different words/phrases/historical concepts, when drafting a question, to develop a research focus• posing a key question such as: 'Why did Easter island (Rapa Nui) society decline?' and identifying related questions to inform the inquiry (for example 'What evidence is there?' 'What theories have been developed?')
Identify and locate relevant sources, using ICT and other methods (ACHHS151)	<ul style="list-style-type: none">• compiling a list of different sources needed in an inquiry and their possible locations
Analysis and use of sources	Elaborations
Identify the origin and purpose of primary and secondary sources (ACHHS152)	<ul style="list-style-type: none">• explaining how clues within a source can be used to identify where it was made or who it was made by (for example the place where it was found, the materials used, the condition of the object, decorative features)
Locate, compare, select and use information from a range of sources as evidence (ACHHS153)	<ul style="list-style-type: none">• creating categories to organise the information obtained from sources• designing a table to list sources and the aspects of the past about which they provide information (for example social structure, economy, governance)

The Humanities - History

Draw conclusions about the usefulness of sources (ACHHS154)

- recognising that, while evidence may be limited for a particular group of people, such evidence can provide useful insights into the power structures of a society
- distinguishing between fact (for example 'The Moai were constructed on Easter Island (Rapa Nui)') and opinion or interpretation (for example. 'The Moai on Easter Island (Rapa Nui) are representations of gods')

Perspectives and interpretations

Elaborations

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)

- describing the values and attitudes revealed by a source (such as an individual account) and using additional sources to show how they are broadly representative of the values and attitudes of the society

Explanation and communication

Elaborations

Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156)

- using scaffolds illustrating the structural and language features of particular text types (for example descriptions and explanations) in order to create a text that communicates specific findings about the past

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)

- creating an oral presentation, supported by audio-visual material, to recount the life of Temujin (Genghis Khan) and to explain his contribution to the Mongol world



Level 8 achievement standard

By the end of Level 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.

Level 9

The Making of the Modern World

The Level 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the level. Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the making of the modern world includes the following:

the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia

- comparing the usefulness of artworks depicting life in the period with the first photographs
- investigating the changing nature of the sources that provide a record of life in this period, such as paintings, travellers journals and the development of photography and film by 1918

the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)

- identifying the number of slaves transported and the nations/places involved (for example Portugal, Britain, France, Spain, North America)

the extent of European imperial expansion and different responses, including in the Asian region



- outlining the technologies of mass production that contributed to the Industrial Revolution and the changes in Australian life that occurred as a result of these technologies
- recognising how Asian societies responded to European imperialism, the extent to which they were changed and the influence they exercised on the rest of the world
- identifying Asian societies that were colonised by the Europeans (such as Indonesia by the Dutch), and those that remained independent.

the emergence and nature of significant economic, social and political ideas in the period, including nationalism

- outlining the features that reflect the emergence of a belief in social and political equality, including the right to vote, egalitarianism and universal education in Australia
- recognising how events such as the French Revolution and American independence contributed to ideas of equality
- the role of Classical models and theories on the invention of democratic values

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study will constitute approximately 30% of the total teaching time for the level. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or with other depth study electives.

1 Making a Better World?

Elaborations

Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience.

The Industrial Revolution (1750 – 1914)

The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia (ACDSEH017)



The population movements and changing settlement patterns during this period (ACDSEH080)

- mapping the British Empire c.1800 CE and the raw materials it obtained from colonies (for example sugar from Jamaica, wool from Australia, and cotton from India)
- explaining changes in technology (for example steam-driven spinning mills, railways and steam ships) which led to factories and cities
- identifying the spread of innovations such as steam power, iron and steel production; transport; and chemicals in Europe, USA and Japan
- describing the growth of cities as men, women and children moved to the cities to find employment
- investigating changes to the cities and landscape in European countries and Australia as the Industrial Revolution continued to develop, using photos (for example those that were taken as the Eiffel tower was being constructed using iron)

The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)

The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)



OR

Progressive ideas and movements (1750 – 1918)

The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)

The reasons why ONE key idea emerged and/or developed a following, such as the influence of the Industrial Revolution on socialism (ACDSEH086)

The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it from, for example, workers, entrepreneurs, land owners, religious groups (ACDSEH087)

The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)

OR

Movement of peoples (1750 – 1901)

The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)

The experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)

- describing the impact of steam, gas and electricity on people's way of life during the Industrial Revolution
- investigating the changes in working conditions (for example longer working hours for low pay and the use of children as a cheap source of labour)

- describing the impact of factories, mines and cities on the environment, and on population growth and distribution
- outlining the growth of trade unions as a response to the impacts of the Industrial Revolution

- explaining why an idea emerged and the basis of that idea (for example egalitarianism — being judged on merit rather than by birth or past deeds)

- investigating the support for Chartism among the poorer classes as a response to deteriorating living and working conditions

- explaining how religious groups responded to the ideas in Charles Darwin's 1859 book *On the Origin of Species*

- discussing the rise of nationalist sentiment in Australia in the mid- to late nineteenth century

- mapping the movement of peoples in the transatlantic slave trade or in convict transportation to Australia
- explaining the role of the Industrial Revolution in creating a growing need for labour and transportation

- investigating sources that record the reactions of new arrivals to other countries in this period (for example responses to the natural environment and climate)

The Humanities - History

Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)



The short and long-term impacts of the movement of peoples during this period (ACDSEH085)

- investigating the experiences of a specific group of arrivals to Australia (for example convicts in Sydney, Hobart, Brisbane; or free settlers in Melbourne, Adelaide, Perth or Darwin)
- describing the impact of this group on the Aboriginal and Torres Strait Islander peoples of the region
- evaluating the effects of the movement of peoples on the indigenous and immigrant populations

2 Australia and Asia

Elaborations

Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.

Asia and the world

The key features (social, cultural, economic, political) of ONE Asian society (such as China, Japan, India, Dutch East Indies, India) at the start of the period (ACDSEH093)



Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)



The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)



The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)



Making a nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples (ACDSEH020)



- identifying the territorial extent of Qing China, the role and influence of the Emperor, and the nature of literature, art and architecture at the time
- describing the British Raj and the forms of British influence in India (for example the building of roads, an extensive railway network, schools and Christian missions)
- investigating the confrontation between Japan and Western powers (for example the Russo-Japanese war) and the emergence of Japan as a major world power
- describing the activities of Christian missionaries in China and the outcomes of the Boxer Rebellion
- explaining the effects of contact (for example the massacres of Aboriginal and Torres Strait Islander people; their killing of sheep; the spread of European diseases) and categorising these effects as either intended or unintended
- investigating the forcible removal of children from Aboriginal and Torres Strait Islander families in the late nineteenth century/early twentieth century (leading to the Stolen Generations), such as the motivations for the removal of children, the practices and laws that were in place, and experiences of separation.

The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)



Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)

Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)

Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)

- outlining the migration of Chinese to the goldfields in Australia in the nineteenth century and attitudes towards the Chinese as revealed in cartoons (for example the Mongolian Octopus)
- identifying the main features of housing, sanitation, transport, education and industry that influenced living and working conditions in Australia
- describing the impact of the gold rushes (hinterland) on the development of 'Marvellous Melbourne'
- explaining the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1890s depression, nationalist ideals, egalitarianism, the Westminster system
- investigating how the major social legislation of the new Federal Government affected living and working conditions in Australia, for example invalid and old-age pensions and the maternity allowance scheme

3 World War I

Elaborations

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

World War I (1914-1918)

An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)



- investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750 – 1918 (for example idealistic notions of war; sense of adventure)
- identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine
- using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)
- exploring the experiences of Aboriginal and Torres Strait Islander peoples during the war

The Humanities - History


The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)

- graphing the proportion of Australian servicemen who died during World War I, compared to that of other countries involved in the war
- investigating examples of the war's impact on Australia's economy and society (for example the development of the steel industry in Newcastle and the implementation of the War Precautions Act)
- identifying the groups who opposed conscription (for example trade unionists, Irish Catholics) and the grounds for their objections
- studying the first and second referenda on conscription, including the division within the Labor Party over this issue
- explaining the treatment of people of German descent during the war (for example their classification as 'enemy aliens' and placement in internment camps, as well as their depiction in government propaganda)

The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)

- investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society

Historical Skills

Chronology, terms and concepts	Elaborations
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)	<ul style="list-style-type: none"> ● representing the relationship between events in different times and places using interactive timelines ● placing key events in sequence (for example the Boer War, 1899-1902; World War I, 1914-1918), and identifying parts of the world that were involved in, or affected by, those events
Use historical terms and concepts (ACHHS165) 	<ul style="list-style-type: none"> ● discussing the contestability of particular historical terms such as 'settlement', 'invasion' and 'colonisation' in the context of Australia's history ● defining and using concepts such as 'imperialism', 'nationalism', 'evolution', 'evidence'
Historical questions and research	Elaborations
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)	<ul style="list-style-type: none"> ● developing questions about aspects of the past that require historical argument ● assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I
Evaluate and enhance these questions (ACHHS167)	<ul style="list-style-type: none"> ● developing an inquiry question such as: 'What were the effects of the Industrial Revolution?' and refining it as further factors are introduced into the research process

The Humanities - History

Identify and locate relevant sources, using ICT and other methods (ACHHS168)

- locating historical sources from archives, museums and online collections

Analysis and use of sources

Elaborations

Identify the origin, purpose and context of primary and secondary sources (ACHHS169)

- explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

- graphing historical data to identify past trends and to draw conclusions about their significance (for example the proportion of Australian servicemen who returned from World War I, and the 'lost generations' in the levels after the war)

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)

- understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided, however it may still be useful in revealing past prevailing attitudes)

Perspectives and interpretations

Elaborations

Identify and analyse the perspectives of people from the past (ACHHS172)

- investigating the role of human agency in historical events and developments
- analysing the accounts of poets such as William Blake ('dark Satanic mills') and novelists such as Charles Dickens (Oliver Twist, Bleak House) as sources of information on living conditions in England during the Industrial Revolution

Identify and analyse different historical interpretations (including their own) (ACHHS173)

- recognising that historical interpretations may be provisional
- examining different accounts of eighteenth-century journey to Australia (for example ships' logs, diaries, recorded testimonies of convicts and officers, both male and female), and explaining the variations in perspective which can lead to different historical interpretations

Explanation and communication

Elaborations

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)

- developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

- using online conferencing and other forms of ICT to discuss historical questions and issues
- creating a travel brochure (incorporating written text and graphics) to advertise the achievements and opportunities available to an immigrant to nineteenth-century Brisbane

Level 9 achievement standard

The Humanities - History

By the end of Level 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Level 10

The Modern World and Australia

The Level 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability**. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources. The key inquiry questions at this level are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Historical Knowledge and Understanding

Overview

The following content is taught as part of an overview for the historical period. It is not intended to be taught in depth. An overview will constitute approximately 10% of the total teaching time for the level. Overview content identifies important features of the period (1918 to the present) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the Modern World and Australia includes the following:

the inter-war levels between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression

- recognising the main features of the Treaty of Versailles, for example territorial concessions required by Germany and the imposition of war reparations
- outlining key features of the interwar levels (for example mass production in the 1920s, such as the manufacture of vehicles in the US; the 'flapper generation' and the Jazz Age; the Crash of 1929; and the consequences of the Great Depression

continuing efforts post-World War II to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping

The Humanities - History

- creating a chronological account of conflicts in which Australia has been involved and the resources (for example soldiers, equipment, intelligence) that Australia committed to each conflict
- outlining the purpose of the United Nations and the key places where Australia has been involved in UN peacekeeping such as East Timor (Timor Leste).

the major movements for rights and freedom in the world and the achievement of independence by former colonies



- identifying the major movements for rights and freedom in the world (including the US Civil Rights movement, Aboriginal and Torres Strait Islander movements, women's movements)
- recognising the continuing nature of civil rights movements in the twentieth century, such as the struggle for democracy in Burma

the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War



- identifying the Cold War superpowers as well as the significance of the Cuban Missile Crisis and the fall of the Berlin Wall
- outlining the competing ideologies of capitalism and communism, the US as the world's last remaining superpower, and the rising influence of China and India (economic and political)

developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability



- brainstorming forms of technology that have affected what people see and hear, where they go, and how they live
- tracing key developments in technology since 1918 that have changed the world in the following areas: the household (radio, television, appliances), travel and trade (shipping, passenger jets), communications (invention of the microchip satellites, digital technologies)
- recognising the growth in the world's population during the twentieth century, life expectancy changes in different parts of the world, and the depletion of natural resources

Depth studies

There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study will constitute approximately 30% of the total teaching time for the level. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with overview content and/or integrated with other depth study electives.

1 World War II

Elaborations

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement

World War II (1939-45)

The Humanities - History

An overview of the causes and course of World War II (ACDSEH024)



- outlining the contributing factors of World War II (for example the outcomes of the Treaty of Versailles and the League of Nations; the rise of Hitler and Japan's imperial ambitions)
- identifying key events in the European theatre of war (for example Germany's invasion of Poland in 1939; the Holocaust from 1942–45; the Russians reaching Berlin in 1945)
- identifying key events in the Asia-Pacific theatre of war (for example the Japanese attack on Pearl Harbour in 1941; the fall of Singapore in 1942; the American victory at the Battle of Midway in 1942)

An examination of significant events of World War II, including the Holocaust and use of the atomic bomb (ACDSEH107)



- investigating the scale and significance of the Holocaust, using primary sources
- explaining the race to build the atomic bomb (by Germany, Japan, the US) and why the atomic bombs were dropped on Hiroshima and Nagasaki

The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)



- explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)



- investigating the impact of World War II at a local and national level (for example significant events such as the bombing of Darwin; the Japanese submarine attack on Sydney and the sinking of ships off the Australian coast; the 'Battle of Brisbane'; the Cowra breakout and the Brisbane Line)

The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)



- evaluating the impact of World War II on the emergence of the United States as a major world power and on Australia's alliance with the US (for example the threat of Japan)

2 Rights and freedoms

Elaborations

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Rights and freedoms (1945 – the present)

The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration (ACDSEH023)

- describing the drafting of the Universal Declaration of Human Rights and the contribution of Australia's H.V. Evatt

The Humanities - History

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations (ACDSEH104)



The US civil rights movement and its influence on Australia (ACDSEH105)



The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)



Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)



The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)



- describing accounts of the past experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families

- outlining the Freedom Rides in the US, how they inspired civil rights campaigners in Australia, and how they became a turning point in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

- describing the aims, tactics and outcomes of a particular even in the Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

- investigating the role of Charles Perkins in the Freedom Ride of 1965 and the efficacy of television in bringing the struggle for rights and freedoms to national attention

- identifying areas (for example education, health, work) that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander peoples
- investigating the legacy of children's experiences in 'care' (their placement in orphanages, Children's Homes, foster care and other forms of out-of-home care), and the significance of the United Nations Convention on the Rights of the Child (1990)

3 The globalising world

Elaborations

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the twentieth century. Students study ONE of these electives: Popular culture or The environment movement or Migration experiences.

Popular culture (1945 – present)

The nature of popular culture in Australia at the end of World War II, including music, film and sport (ACDSEH027)

- identifying sports that were popular in Australia such as football, horse racing, cricket

The Humanities - History

Developments in popular culture in post-war Australia and their impact on society, including the introduction of television and rock 'n' roll (ACDSEH121)

- investigating America's cultural influence, as seen in the arrival of television for the Melbourne Olympics (1956) and Bill Haley's Australian tour (1957)
- comparing and contrasting views on the values and beliefs of rock 'n' roll, film and television across time, age and gender (for example issues of conservatism and rebellion, the challenge to established ideas and national identity)

The changing nature of the music, film and television industry in Australia during the post-war period, including the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) (ACDSEH122)

- identifying American and Asian influences on Australian popular culture since World War II (for example through mainstream and Hollywood and Bollywood films)



Australia's contribution to international popular culture (music, film, television, sport). (ACDSEH123)

- investigating the changing contribution of the Australian rock 'n' roll, film and television industries to Australian culture and identity through the development and export of music, film and television, for example the Easybeats from Sydney and Go-Betweens from Brisbane, 'Crocodile Dundee' (1986)

Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)

- describing significant examples of continuity and change in beliefs and values, such as democratic ideals, religious beliefs, egalitarianism

OR

Migration experiences (1945 – present)

The waves of post-World War II migration to Australia, including the influence of significant world events (ACDSEH144)



- investigating the nature of the waves of migration such as the countries that were the source of migrants, the numbers of migrants from those countries, and trends in migration since World War II such as increasing migration from the Asian region to Australia

The impact of changing government policies on Australia's migration patterns, including abolition of the White Australia Policy, 'Populate or Perish' (ACDSEH145)



- describing the main features of a government policy that affected migration to Australia, such as the Immigration Restriction Act 1901 and use of the dictation test to restrict the immigration of non-Europeans
- explaining the reasons for changes in government policy, for example the influence of White Australia ideology at the time of the introduction of the Immigration Restriction Act 1901; the Displaced Persons Scheme in the aftermath of World War II

The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees (ACDSEH146)



- describing the impact of the Vietnam war on Vietnam and how the communist victory in Vietnam (1975) resulted in the arrival of refugees into Australia

The contribution of migration to Australia's changing identity as a nation and to its international relationships (ACDSEH147)



OR

The environment movement (1960s – present)

The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia (ACDSEH028)



The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125)



The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment (notion of 'Gaia', 'limits to growth', concept of 'sustainability', concept of 'rights of nature') (ACDSEH126)



Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998 (ACDSEH127)



Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate change). (ACDSEH128)



- investigating policies of multiculturalism since the 1970s and the concepts of cultural heritage and assimilation
- analysing post-World War II population growth and the development of Australia's culturally diverse society using different types of graphs

- outlining the emergence of concerns about the preservation of natural areas for future generations (for example as reflected in the establishment of National Parks in the United States (Yellowstone National Park in 1872), Australia (Royal National Park in 1879), Canada (Rocky Mountains National Park in 1885) and New Zealand (Tongariro National Park in 1887)



- investigating the impact of early texts that warned about environmental change (for example *Silent Spring* by Rachel Carson, 1962, *Don't It Make You Want To Go Home* by Joe South, 1970, *Mother Earth News* magazine in 1970, 'Mercy Mercy Me' (The Ecology) lyrics by Marvin Gaye, 1971)

- recognising the historic impact of the pictures of Earth taken during the Apollo 8 mission and how they influenced people's view of the world
- explaining the significance of ideas about the environment (for example Gaia – the interaction of Earth and its biosphere; limits of growth – that unlimited growth is unsustainable; sustainability – that biological systems need to remain diverse and productive over time; and rights of nature – recognition that humans and their natural environment are closely interrelated)

- investigating a range of environmental impacts (for example the flooding of Lake Pedder in Tasmania, deforestation in Indonesia, the decline of the Aral Sea, the Exxon Valdez oil spill, the whaling industry)
- explaining the struggle over French nuclear weapon testing in the Pacific from 1966 – 1996 (for example the sinking of the ship, the Rainbow Warrior, in 1985)

- explaining the responses of governments and organisations to environmental threats (for example New Zealand's anti-nuclear policy, the United States' Comprehensive Environmental Response, Compensation and Liability Act 1980 (CERCLA), Australia's Great Barrier Reef Outlook Report (2009)
- evaluating the effectiveness of international protocols and treaties such as Kyoto (1997), the United Nations Framework Convention on Climate Change (since 1992) and the Washington Declaration (2007)

Historical Skills

Chronology, terms and concepts	Elaborations
<p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)</p> 	<ul style="list-style-type: none"> placing in sequence the main events of the Freedom Rides campaigns in the United States and Australia and explaining the links between the two campaigns using interactive timelines to explore the various manifestations or effects of an event in different geographical locations
<p>Use historical terms and concepts (ACHHS183)</p>	<ul style="list-style-type: none"> defining and using terms and concepts such as 'liberation', 'human rights', 'popular culture' and 'contestability'
Historical questions and research	Elaborations
<p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)</p>	<ul style="list-style-type: none"> changing a key question or related questions in an inquiry depending on the suitability of the sources available developing questions about aspects of the past that require historical argument identifying, planning and investigating (individually and as part of a team) specific historical questions or issues
<p>Evaluate and enhance these questions (ACHHS185)</p>	<ul style="list-style-type: none"> changing a key question or related questions in an inquiry depending on the suitability of the sources available
<p>Identify and locate relevant sources, using ICT and other methods (ACHHS186)</p> 	<ul style="list-style-type: none"> locating sources for recording oral histories (for example Vietnam War veterans, recent migrants) recognising the role of ICT in providing access to sources and the need to ask relevant questions of those sources (for example a Google search for 'significance of Kokoda')
Analysis and use of sources	Elaborations
<p>Identify the origin, purpose and context of primary and secondary sources (ACHHS187)</p>	<ul style="list-style-type: none"> using data from immigration records and processing it using ICT to identify historical trends over time explaining the context of a source such as the Bringing Them Home Report (1997) and the significance of that context in understanding responses to the report (with varying perspectives)
<p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)</p>	<ul style="list-style-type: none"> combining historical data from a range of sources to identify and explain the impact of World War II

The Humanities - History

Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)

- understanding that the reliability and usefulness of a source depends on the questions asked of it (for example an account may be one-sided and therefore of use in revealing past prevailing attitudes)
- discussing the reliability and usefulness of Martin Luther King's 1963 'I Have A Dream' speech as a source to assist in understanding the aims and motivations of the US Civil Rights movement

Perspectives and interpretations

Elaborations

Identify and analyse the perspectives of people from the past (ACHHS190)

- analysing the views of both men and women at different times regarding gender equality in Australia and explaining how these views might reflect changing values and attitudes

Identify and analyse different historical interpretations (including their own) (ACHHS191)

- examining different accounts of the first 1957 rock 'n' roll tours of Australia and identifying the different perspectives based on age
- explaining the enthusiasm of young people for the tours and the opposition of older generations, as reflected in the sources

Explanation and communication

Elaborations

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)

- developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view, with consistent and specific reference to the evidence available
- explaining the significance of the fall of Singapore (1942) in the changes in Australia's military alliances and use of troops during World War II, using a range of sources (for example accounts of prisoners of war, commanders such as General Gordon Bennett, politicians such as Prime Minister John Curtin, and Japanese and British sources)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

- designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster

Level 10 achievement standard

By the end of Level 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

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Introduction to Information and Communications Technology

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights
- develop more productive ways of working and solving problems individually and collaboratively
- create information products that demonstrate their understanding of concepts, issues, relationships and processes
- express themselves in contemporary and socially relevant ways
- communicate locally and globally to solve problems and to share knowledge
- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

Structure of the Information and Communications Technology Domain

The Information and Communications Technology domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)).

Each level includes a learning focus statement and, where applicable, a set of standards organised by dimension. A glossary is included which provides definitions of underlined terms.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Information and Communications Technology, standards for assessing and reporting on student achievement apply from Level 2. Standards are organised by dimensions from Level 4.

Dimensions

Standards in the Information and Communications Technology domain are organised in three dimensions.

- **ICT for visualising thinking**
- **ICT for creating**
- **ICT for communicating.**

ICT for visualising thinking

In the **ICT for visualising thinking** dimension students use ICT tools to assist their thinking processes and reflect on the thinking strategies they use to develop understanding.

ICT provides a rich and flexible learner-centred environment in which students can experiment and take risks when developing new understanding. Its extensive capabilities allow students, by visually coding and representing their thinking, to clarify thoughts, and to identify patterns and form relationships between new and existing knowledge.

ICT tools that facilitate visual thinking are ones that allow ideas and information in all areas of the curriculum to be easily and quickly drafted, filtered, reorganised, refined and systematically assessed in order to make meaning for students.

Students use linguistic and non-linguistic representations, such as graphic organisers, ICT-generated simulations and models and ICT-controlled models to help structure their thinking processes and assist in constructing knowledge.

Using ICT, students record their decisions and actions when solving problems and clarifying thoughts. They monitor the changes in their thinking and evaluate their own and others' thinking strategies. Students review these records to assess their suitability for new situations.

ICT for creating

The **ICT for creating** dimension focuses on students using ICT tools for creating solutions to problems and for creating information products. Through the selection and application of appropriate equipment, techniques and procedures, students learn to:

- process data and information to create solutions to problems and information products that demonstrate their knowledge and understandings of the concepts, issues, relationships and processes related to all areas of the curriculum
- manage their files to secure their contents and enable efficient retrieval
- plan and monitor the progress of extended tasks.

Students learn to use ICT efficiently to capture, validate and manipulate data for required purposes. In order to improve the appearance and functionality of information products and solutions, they apply commonly accepted conventions. They examine the ethical and legal implications of using ICT in a range of settings such as the home, school and the workplace. Students evaluate the usefulness of ICT for solving different types of problems and reflect on the effectiveness of their own use of ICT.

ICT for communicating

The **ICT for communicating** dimension focuses on students using ICT to:

- present ideas and understandings to audiences
- communicate with known and unknown audiences
- support knowledge-building among teams.

Students use ICT to support oral presentations to live local audiences and to present ideas and understandings to unknown, remote audiences. They use ICT to communicate with others, both known and unknown, with the purpose of seeking and discussing alternative views, acquiring expert opinions, sharing knowledge and expressing ideas. Students also locate information from a range of online and multimedia resources to support their own learning.

ICT supports knowledge-building among teams and enables team members to collaborate, enquire, interact and integrate prior knowledge with new understanding.

Protocols for receiving, transferring and publishing ideas and information are needed to promote communication that respects intended audiences.

Stages of Learning in Information and Communications Technology

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Information and Communications Technology (ICT) domain.

Students begin using ICT to create simple information products and to access learning tools. By applying ICT in a range of contexts, students develop knowledge, skills and behaviours for the effective use of ICT for learning in all domains. They become critical users of ICT for learning and communicating, and creating information products. They learn to use ICT tools to visualise their thinking and record their thinking strategies for use in future problem-solving activities. They progress to maintaining a digital record of evidence of their learning in all domains that enables them to reflect on learning how to learn. Electronic communication tools are introduced in students' first levels at school and more complex, contemporary communication tools are gradually introduced until students become confident users of the technology for communicating with experts and participating in online forums as both contributors and beneficiaries of knowledge.

Foundation to Level 4 – Laying the foundations

Early in this stage students become familiar with the main components of a computer and develop their hand-eye coordination by using a mouse to control the cursor/pointer on the screen. Students enter and manipulate data to create simple information products.

Students progress by using ICT to organise, revise and classify ideas to assist their thinking processes. They access published multimedia resources and are encouraged to think critically about how these resources support their learning.

Later in this stage students use ICT to solve problems, express ideas and present information to different audiences. They apply simple formatting and editing techniques in order to improve the appearance and accuracy of information they create for audiences. They experiment with simple ICT tools and strategies to make visual their thinking processes and begin to consider how these tools can be used for solving new problems. They locate and access information from online sources and they exchange electronic messages with other people. They begin to apply strategies to facilitate easy retrieval of their files.

Levels 5 to 8 – Building breadth and depth

Early in this stage students become more proficient in the use of ICT for the purposes of sharing knowledge and acquiring information. They use ICT to visualise their thinking in order to make sense of ideas, concepts and issues from all domains, and to reflect on their learning.

Students progress by devising planned approaches to problem solving. This involves documenting the order of, and time allocation for, individual tasks within extended projects. Students use a wider range of ICT tools, techniques and functions to support their thinking processes, to model systems, to solve problems and to create information products for a variety of purposes. They use the equipment's operating system and software functions to manage their files.

Later in this stage, students become more proficient in the use of Internet research tools to locate and download information from a range of sources, and they judge the quality of information, based on set criteria. They conform to accepted codes of practice when using ICT, and discuss the consequences of ICT use in a range of environments and contexts in the community. Students create and maintain digital evidence of their learning in all domains, the evidence exemplifying the progress made in applying ICT knowledge and skills.

Levels 9 to 10 – Developing pathways

In these levels students use ICT to manage individual and collaborative projects. They initiate and engage in real and virtual teams and collaborative problem solving in local and global environments. They use ICT tools to record, organise and express their thoughts and communicate with others.

Students use a range of ICT tools and techniques to assist in monitoring, reflecting on and refining their thinking strategies when addressing complex issues and solving complex problems.

Students select appropriate ICT tools for research, modelling, publishing, decision making and problem solving, and assess the validity and appropriateness of these tools. They make judgments about the quality of their own and others' work and act on them.

Students understand the need to protect data and they use ICT tools to protect their files and control access to them. They share ideas with others through a range of electronic media. They demonstrate and discuss appropriate ethical and social behaviours for users of ICT and analyse the impact of ICT in society.

Foundation level

Learning Focus

As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they learn the safe use of ICT tools, including leaving electrical connections alone, sitting upright in front of a computer, and handling storage devices such as disks and memory sticks carefully. They learn the correct terms to name ICT equipment and, through use, become familiar with common icons on the computer desktop. They develop hand–eye coordination through using a mouse to control the pointer on the screen.

With assistance, students work with different types of data, such as text, numbers and images, to create simple information products and share their ideas. They develop their navigation skills by responding to stimulus in multimedia resources that develop literacy and numeracy skills. They find and compare examples of ICT equipment at home and investigate the purpose of ICT symbols and icons.

Standards

In the Information and Communications Technology domain, standards for assessing and reporting on student achievement are introduced at Level 1. The learning focus statement for Foundation provides advice about learning experiences that will assist students to work towards the achievement of the standards at Level 2.

Level 1

Learning Focus

As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they use ICT to acquire new knowledge and skills in all areas of the curriculum and to create and present information in meaningful ways. For example, students access a website to participate in a food pyramid game, and then present their understanding of food groups in a slide show that contains an image of a lunchbox filled with the appropriate food items. When using multimedia resources, students begin to think critically about these resources and how they help learning.

In their learning of new material, students experiment with some simple ICT tools and techniques for visualising their thinking. They learn to organise and classify information and ideas, and present them in a manner that is meaningful to them. This may entail cutting and pasting, dropping and dragging, and colour coding in order to group similar items, to sequence events and to identify examples that illustrate key ideas.

To improve the presentation of text and images, students begin to apply simple techniques, such as bolding, centring and changing case. They explore a range of different information products and identify intended audiences. Students display their own information products in a way that suits different audiences.

Students develop an understanding of the importance of checking the accuracy of facts that are going to be processed; this being necessary for producing accurate output. Students collect first-hand data and, with assistance, enter it into their spreadsheet files and manipulate it. For example, after collecting the heights of fellow students or the number of classmates with particular eye colours, students manipulate the data by summing or colour-coding cells, and then present the processed data as a chart. Individually, and as a class, they make summary statements about the characteristics of the processed data.

Working in a networked environment, students develop the practice of using a file-naming system that is both meaningful to the students, and avoids confusion over who owns particular files.

Students begin to explore contemporary ways of communicating ideas and information by composing and sending simple electronic messages such as emails.

Standards

At Level 1, students are working toward the Level 2 standards (see below).

Level 2

Learning Focus

As students work towards the achievement of Level 2 standards in Information and Communications Technology (ICT), they use ICT to acquire new knowledge and skills in all areas of the curriculum and to create and present information in meaningful ways. For example, students access a website to participate in a food pyramid game, and then present their understanding of food groups in a slide show that contains an image of a lunchbox filled with the appropriate food items. When using multimedia resources, students begin to think critically about these resources and how they help learning.

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Students begin to explore contemporary ways of communicating ideas and information by composing and sending simple electronic messages such as emails.

Standards

At this level standards are not organised by dimensions.

Information and Communications Technology

At Level 2, students manipulate text, images and numeric data to create simple information products for specific audiences. They make simple changes to improve the appearance of their information products. They retrieve files and save new files using a naming system that is meaningful to them. They compose simple electronic messages to known recipients and send them successfully. With some assistance, students use ICT to locate and retrieve relevant information from a variety of sources.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking. They also use simple graphic organisers such as concept maps and sequence charts to provide a framework for visualising thinking. In particular they use tools that assist in sequencing, and in identifying relationships between, ideas, facts and concepts. Students save their visualising thinking files to folders and when new but similar learning situations arise, they retrieve them and use them as a starting point for these situations. Students reflect on the usefulness of such tools and strategies in new circumstances.

Students compare the purposes and structures of information presented in different media, such as print, on-screen, or as an action; for example, a moving robot. Individually, students learn to process data in the form of text, images and sound to create planned information products, such as invitations, short stories, presentation files (for example, a Microsoft PowerPoint file), animations and title pages for books. Students begin to use manual (for example, proofreading) and electronic (for example, spellchecker) techniques to identify typographical errors and make appropriate corrections. They use criteria, such as the accuracy and attractiveness of their information products, to make judgments about how well they meet their purposes. Students use software tools to assist with problem solving. For example, students create a questionnaire using word-processing software to collect data about the ages and ethnicity of residents in their local area as part of their Humanities study. Their understanding of this data is then demonstrated in a presentation file. Students work collaboratively to develop their ICT skills.

When using ICT to assist with problem solving and for producing information products, students investigate and apply some practices that are ergonomically sound, such as adjusting the height of chairs to ensure that elbows are at an appropriate angle and using keying techniques that minimise wrist harm and maximise the efficiency of data entry.

Students begin to manage their files using simple ways of organising them for easy retrieval; for example, creating folders based on topics or forms such as stories, images, and projects. They compare their systems with those of other students and acknowledge and accept different approaches that work for the user. Students are introduced to the simple security strategy of using passwords to protect access to their files when working on a network.

Students continue to develop their skills in using ICT to communicate knowledge by exchanging email messages with others. When seeking new information on topics of importance or interest in all areas of the curriculum, students apply a set of procedures (such as simple key words) for locating information on the intranet and the Internet, and they determine the value of these resources by developing and applying simple criteria (for example, considering the age of the intended audience). They transfer this knowledge when they evaluate their own products.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Information and Communications Technology (ICT), they develop skills in using ICT for problem solving, expressing ideas, and presenting information to different audiences. Working in all areas of the curriculum, students explore a range of ICT tools (for example, basic editing tools such as word processing) and simple techniques for visualising thinking. They also use simple graphic organisers such as concept maps and sequence charts to provide a framework for visualising thinking. In particular they use tools that assist in sequencing, and in identifying relationships between, ideas, facts and concepts. Students save their visualising thinking files to folders and when new but similar learning situations arise, they retrieve them and use them as a starting point for these situations. Students reflect on the usefulness of such tools and strategies in new circumstances.

Students compare the purposes and structures of information presented in different media, such as print, on-screen, or as an action; for example, a moving robot. Individually, students learn to process data in the form of text, images and sound to create planned information products, such as invitations, short stories, presentation files (for example, a Microsoft PowerPoint file), animations and title pages for books. Students begin to use manual (for example, proofreading) and electronic (for example, spellchecker) techniques to identify typographical errors and make appropriate corrections. They use criteria, such as the accuracy and attractiveness of their information products, to make judgments about how well they meet their purposes. Students use software tools to assist with problem solving. For example, students create a questionnaire using word-processing software to collect data about the ages and ethnicity of residents in their local area as part of their Humanities study. Their understanding of this data is then demonstrated in a presentation file. Students work collaboratively to develop their ICT skills.

When using ICT to assist with problem solving and for producing information products, students investigate and apply some practices that are ergonomically sound, such as adjusting the height of chairs to ensure that elbows are at an appropriate angle and using keying techniques that minimise wrist harm and maximise the efficiency of data entry.

Students begin to manage their files using simple ways of organising them for easy retrieval; for example, creating folders based on topics or forms such as stories, images, and projects. They compare their systems with those of other students and acknowledge and accept different approaches that work for the user. Students are introduced to the simple security strategy of using passwords to protect access to their files when working on a network.

Students continue to develop their skills in using ICT to communicate knowledge by exchanging email messages with others. When seeking new information on topics of importance or interest in all areas of the curriculum, students apply a set of procedures (such as simple key words) for locating information on the intranet and the Internet, and they determine the value of these resources by developing and applying simple criteria (for example, considering the age of the intended audience). They transfer this knowledge when they evaluate their own products.

Standards

ICT for visualising thinking

At Level 4, students use ICT tools to list ideas, order them into logical sequences, and identify relationships between them. Students retrieve their saved visualising thinking strategies and edit them for use in new, but similar situations. They explain how these strategies can be used for different problems or situations.

ICT for creating

At Level 4, students organise their files into folders classified in a way that is meaningful to them. Students explain the purpose of passwords for accessing files stored on networks. They follow simple plans and use tools and a range of data types to create information products designed to inform, persuade, entertain or educate particular audiences. They create information products to assist in problem solving in all areas of the curriculum. With minimal assistance, students use ICT tools to capture and save images. They use simple editing functions to manipulate the images for use in their products.

They make ongoing modifications to their work to correct the spelling of frequently used words and to rectify simple formatting errors. They evaluate the final information product and describe how well it meets its purpose. Students make adjustments to their equipment and apply techniques that are ergonomically sound.

ICT for communicating

At Level 4, students initiate and compose email messages to known and unknown audiences and, where appropriate, send replies. Students create folders in their mailbox to organise the storage of email messages they wish to keep. They locate information on an intranet, and use a recommended search engine and limited key words to locate information from websites. They develop and apply simple criteria to evaluate the value of the located information.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Information and Communications Technology (ICT), they apply known ICT tools for visualising thinking in new ways to make links between existing and new knowledge. They begin to use new tools, such as ict-controlled models, a programming language or simulation software, such as microworlds, spreadsheets and domain specific modelling software, to represent and explore processes, patterns, and cause-and-effect relationships. They learn to use tools, such as database software and graphic organisers, to organise and analyse data and information. For example, after interviewing people of Asian cultural backgrounds, students might identify similarities and differences between Australian and Asian customs by using a double-cell diagram, which forms a visual structure to aid thinking.

Students reflect on their experience in using such ICT tools, comparing how they learned with these tools with how they might learn from books, and comparing the virtual worlds created through these models with real life.

Students use ICT tools to produce information products that demonstrate their knowledge and skills for all areas of the curriculum. For example, based on the inferences drawn by using a double cell diagram to analyse the similarities and differences between Australian and Asian customs, students could present their new understanding in multimedia form (an information product).

Students develop their use of ICT to assist with problem solving. For example, when creating a model solar-powered boat that meets specified criteria, students support their problem solving strategies by using software to create alternative two-dimensional designs.

Students explore new software functions that promote efficiency and effectiveness. For example, students use the 'find and replace' function to locate and change repeated words or formats (efficiency) and they use borders to separate different sets of information (effectiveness). They develop skills in using three-dimensional multimedia tools for problem solving, discuss how the three-dimensional functions improve the effectiveness of solutions, and brainstorm situations in which these tools can be used. Students develop skills in using ICT systems for controlling events in a predetermined way by writing programs that, for example, control a turtle or robot, manipulate objects in a game or three-dimensional virtual environment, or respond to environmental changes captured by sensors.

Students use design tools, such as layout diagrams, annotated drawings and storyboards, to document solutions and the layout of information products. They begin to use ict presentation conventions, incorporating them into their solutions and information products where appropriate. They test their products against commonly accepted ICT evaluation criteria and, with assistance, refine their work to meet both the criteria and audience needs. They develop and maintain a digital bank of evidence (for example, an electronic portfolio), that demonstrates their learning. This requires students evaluating, selecting and organising files that showcase their learning and that are up-to-date and structured in an orderly way. Students apply file management procedures that assist in securing their files (for example, backing up on storage media such as disks or memory sticks), and in allowing the easy retrieval of files by using naming conventions that are meaningful. Students continue to use ergonomic practices that assist in minimising physical harm, such as doing exercise to reduce injury due to repetitive actions.

Information and Communications Technology

Students begin to work in a collaborative global environment. They share their developing knowledge with their peers through email, and seek advice from others through frequently asked questions (FAQs), websites or by directly emailing experts. Students consider these methods of sharing information with a wider audience, and develop knowledge of protocols for sending and receiving electronic information through the Internet by creating and sending emails with attachments and uploading files to protected public places on intranets or the Internet.

When problem solving, students use recommended search engines and begin to refine search questions to locate information quickly on the Internet. This involves applying criteria for assessing the integrity of information, such as the reliability of the web host and the accuracy of the information.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Information and Communications Technology (ICT), they apply known ICT tools for visualising thinking in new ways to make links between existing and new knowledge. They begin to use new tools, such as ict-controlled models, a programming language or simulation software, such as microworlds, spreadsheets and domain specific modelling software, to represent and explore processes, patterns, and cause-and-effect relationships. They learn to use tools, such as database software and graphic organisers, to organise and analyse data and information. For example, after interviewing people of Asian cultural backgrounds, students might identify similarities and differences between Australian and Asian customs by using a double-cell diagram, which forms a visual structure to aid thinking.

Students reflect on their experience in using such ICT tools, comparing how they learned with these tools with how they might learn from books, and comparing the virtual worlds created through these models with real life.

Students use ICT tools to produce information products that demonstrate their knowledge and skills for all areas of the curriculum. For example, based on the inferences drawn by using a double cell diagram to analyse the similarities and differences between Australian and Asian customs, students could present their new understanding in multimedia form (an information product).

Students develop their use of ICT to assist with problem solving. For example, when creating a model solar-powered boat that meets specified criteria, students support their problem solving strategies by using software to create alternative two-dimensional designs.

Students explore new software functions that promote efficiency and effectiveness. For example, students use the 'find and replace' function to locate and change repeated words or formats (efficiency) and they use borders to separate different sets of information (effectiveness). They develop skills in using three-dimensional multimedia tools for problem solving, discuss how the three-dimensional functions improve the effectiveness of solutions, and brainstorm situations in which these tools can be used. Students develop skills in using ICT systems for controlling events in a predetermined way by writing programs that, for example, control a turtle or robot, manipulate objects in a game or three-dimensional virtual environment, or respond to environmental changes captured by sensors.

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Students begin to work in a collaborative global environment. They share their developing knowledge with their peers through email, and seek advice from others through frequently asked questions (FAQs), websites or by directly emailing experts. Students consider these methods of sharing information with a wider audience, and develop knowledge of protocols for sending and receiving electronic information through the Internet by creating and sending emails with attachments and uploading files to protected public places on intranets or the Internet.

When problem solving, students use recommended search engines and begin to refine search questions to locate information quickly on the Internet. This involves applying criteria for assessing the integrity of information, such as the reliability of the web host and the accuracy of the information.

Standards

ICT for visualising thinking

At Level 6, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them.

Students review their stored thinking strategies in order to identify similarities and differences in their thinking patterns. They document in their bank of digital evidence how these visualising thinking strategies help them to understand concepts and relationships.

ICT for creating

At Level 6, students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. They use design tools to represent how solutions will be produced and the layout of information products. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product. Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria.

Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning. They password protect and back up important files and use file naming conventions that allow easy retrieval.

ICT for communicating

At Level 6, students use email, websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts. When emailing, they successfully attach files and they apply protocols for sending and receiving electronic information. They successfully upload their work to a protected public online space. Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. For example, a graphic/visual organisers such as an interaction outline can be used to help structure thinking about the actions, reactions and outcomes of two groups associated with an issue; and rule-using software such as databases and spreadsheets enable the filtering and classifying of data and information in order to make more informed decisions. Students begin to use ICT tools and peripherals, such as dataloggers, to support the input of data for sensing, monitoring, measuring or controlling sequences and events. Through practice, students become skilled in judging the capabilities and limitations of these tools and techniques as aids to learning.

In addition, students use ICT tools to retrace the decisions made and actions taken when learning and problem solving; for example, by using a range of symbols, charts, images, sound and text, students can create a flow chart that maps their thinking processes and actions. Students reflect on the effectiveness of these saved thinking process maps and retrieve relevant ones to guide future applications.

Students become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems. Using software such as word processors and spreadsheets, and using techniques such as tables and shading, they develop project plans that sequence tasks, estimate timelines and record task responsibilities where teams are involved. Team members record and monitor progress through shared electronic files. Students use the operating system facilities to manage their desktop workspace and organise their files in a way that assists their personal learning style. They learn to save and retrieve compressed files and develop an understanding of the characteristics of different file formats, such as .jpeg, .gif and .avi.

Students develop their knowledge about the characteristics of data by manipulating various data types, such as text, sound, numbers and images (still and moving), to create formatted information products; for example, essays and reports, animated slide shows, and websites, brochures and cartoons. They plan the design of products, influenced by generally accepted ict presentation conventions, and develop criteria for evaluating the effectiveness of each presentation style. These include meeting audience/user needs and communicating a message effectively. Students make ongoing modifications to their products to improve their efficiency and effectiveness, such as testing the functionality of parts of a solution, correcting typographical errors and editing to clarify the meaning of the message.

Students apply their knowledge of data characteristics to solving problems; for example, when calculating the time it takes to travel to a distant planet using various fuels, they elect to use spreadsheet software because it is designed to manipulate numeric data, unlike word-processing software, which is designed to format text.

Students explore the distinction between legal and illegal uses of ICT and create information products that comply with ICT intellectual property law. This particularly relates to copyright.

Students develop and manage their digital bank of evidence, developing, for example, an electronic portfolio for a range of audiences, including teachers, parents and potential employers, and use this to demonstrate and monitor their learning progress in all areas of the curriculum.

Information and Communications Technology

They select appropriate search engines and use complex search strategies (for example, Boolean) to locate information from the Internet and other sources, and they evaluate the credibility, accuracy, reliability and comprehensiveness of this information. They organise and store gathered information to enable easy retrieval. They access online interactive e-learning tools to help them to develop knowledge in all areas of the curriculum.

Students use email software functions to organise their email mailbox. For example, they clean up, archive and sort email to allow the efficient and secure storage and retrieval of relevant messages and/or attachments. They access appropriate websites and online forums such as blogs and chat sites, to locate information and to share ideas, applying protocols that respect other users and that protect the personal safety of students. They publish their work on the Internet after it has been tested and evaluated.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Information and Communications Technology, they learn to use a variety of ICT tools and techniques to assist with filtering, classifying, representing, describing and organising ideas, concepts and issues. For example, a graphic/visual organisers such as an interaction outline can be used to help structure thinking about the actions, reactions and outcomes of two groups associated with an issue; and rule-using software such as databases and spreadsheets enable the filtering and classifying of data and information in order to make more informed decisions. Students begin to use ICT tools and peripherals, such as dataloggers, to support the input of data for sensing, monitoring, measuring or controlling sequences and events. Through practice, students become skilled in judging the capabilities and limitations of these tools and techniques as aids to learning.

In addition, students use ICT tools to retrace the decisions made and actions taken when learning and problem solving; for example, by using a range of symbols, charts, images, sound and text, students can create a flow chart that maps their thinking processes and actions. Students reflect on the effectiveness of these saved thinking process maps and retrieve relevant ones to guide future applications.

Students become efficient users of ICT for planning collaborative projects that involve creating information products and solving problems. Using software such as word processors and spreadsheets, and using techniques such as tables and shading, they develop project plans that sequence tasks, estimate timelines and record task responsibilities where teams are involved. Team members record and monitor progress through shared electronic files. Students use the operating system facilities to manage their desktop workspace and organise their files in a way that assists their personal learning style. They learn to save and retrieve compressed files and develop an understanding of the characteristics of different file formats, such as .jpeg, .gif and .avi.

Students develop their knowledge about the characteristics of data by manipulating various data types, such as text, sound, numbers and images (still and moving), to create formatted information products; for example, essays and reports, animated slide shows, and websites, brochures and cartoons. They plan the design of products, influenced by generally accepted ict presentation conventions, and develop criteria for evaluating the effectiveness of each presentation style. These include meeting audience/user needs and communicating a message effectively. Students make ongoing modifications to their products to improve their efficiency and effectiveness, such as testing the functionality of parts of a solution, correcting typographical errors and editing to clarify the meaning of the message.

Students apply their knowledge of data characteristics to solving problems; for example, when calculating the time it takes to travel to a distant planet using various fuels, they elect to use spreadsheet software because it is designed to manipulate numeric data, unlike word-processing software, which is designed to format text.

Students explore the distinction between legal and illegal uses of ICT and create information products that comply with ICT intellectual property law. This particularly relates to copyright.

Students develop and manage their digital bank of evidence, developing, for example, an electronic portfolio for a range of audiences, including teachers, parents and potential employers, and use this to demonstrate and monitor their learning progress in all areas of the curriculum.

They select appropriate search engines and use complex search strategies (for example, Boolean) to locate information from the Internet and other sources, and they evaluate the credibility, accuracy, reliability and comprehensiveness of this information. They organise and store gathered information to enable easy retrieval. They access online interactive e-learning tools to help them to develop knowledge in all areas of the curriculum.

Students use email software functions to organise their email mailbox. For example, they clean up, archive and sort email to allow the efficient and secure storage and retrieval of relevant messages and/or attachments. They access appropriate websites and online forums such as blogs and chat sites, to locate information and to share ideas, applying protocols that respect other users and that protect the personal safety of students. They publish their work on the Internet after it has been tested and evaluated.

Standards

ICT for visualising thinking

At Level 8, students select and apply ICT tools and editing functions that support the filtering, classifying, representing, describing and organising of concepts, issues and ideas. They use rule-using software to assist with problem solving and decision making.

Students retrieve and modify successful approaches to visualising thinking for use in new situations. They explain what features of the new situations influenced their decisions to use particular ICT tools and techniques.

Students use a range of data types, including sound and still and moving images, to record the decisions made and actions taken when developing new understanding and problem solving. They evaluate the strengths and weaknesses of their decisions and actions in the given situations.

ICT for creating

At Level 8, students independently use the operating system to manage their desktop workspace. They organise their folders logically, appropriately name and locate files for sharing with others and apply techniques to facilitate the easy handling of large files.

When creating information products, students prepare designs that identify the structure and layout of the products, the evaluation criteria, and the plans for managing collaborative projects. Students independently apply a range of processing skills, functions and equipment to solve problems and create products which contain minimal functional, typographical, formatting and readability errors. During the processing stage of collaborative work, students monitor project plans and record reasons for adjusting them. They apply criteria to evaluate the extent to which their information products meet user needs and comply with intellectual property laws. They use ICT in a safe, efficient and effective manner.

Students keep their bank of digital evidence up-to-date, and ensure it is easy to navigate, complies with ICT presentation conventions and demonstrates a diversity of ICT skills and knowledge.

ICT for communicating

Information and Communications Technology

At Level 8, students select the most appropriate search engines to locate information on websites. They use complex search strategies to refine their searches. They judge the integrity of the located information based on its credibility, accuracy, reliability and comprehensiveness.

Students share their ideas through their blog, website or other public forums, which are correctly formatted, comply with ICT conventions and demonstrate an awareness of the characteristics that contribute to products meeting their purpose.

Students organise their email mailbox into a logical structure and maintain it. They evaluate the merits of contemporary communication tools, taking into account their security, ease of use, speed of communication and impact on individuals.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Information and Communications Technology, they use complex ICT tools and techniques to visually represent, model, reframe and refine their thinking to assist in developing new understanding. For example, they can represent causal reasoning by using graphic organisers such as cause-and-effect diagrams, influence diagrams and explore and represent the interdependence between different components of a situation by using expert systems, spreadsheets and microworlds. By changing the values of some variable components, students can visualise the effect of these on the constant components to assist their understanding.

In addition to recording and evaluating the decisions and actions taken when developing new understanding and solving problems, students learn to assess their suitability for new situations and make adaptations where necessary.

Working in real and virtual teams, students collaboratively develop conventions for storing and presenting information (such as style guides, filenames, file structure, file access rights) to create information products and solve problems set in real-world contexts in all areas of the curriculum. They investigate threats to data security, such as accidental loss (failure to follow file management procedures), stealing (files from a network), and data corruption by viruses and hackers. This investigation could focus on the preventative actions taken by businesses within the local community to protect their data and information. They apply ICT techniques and privacy law principles to protect individual and team files from unauthorised access and accidental damage.

Students, individually and in teams, use ICT to make detailed project plans that sequence tasks to be done, resources needed and timelines for completion. They annotate these plans to explain changes made during the execution of tasks. When selecting hardware and software for each task, students consider the capabilities and limitations of these tools and recognise that their choice is influenced by the characteristics of the data to be manipulated. Students consider new or emerging ICT used in workplaces, and how their new capabilities would change the way students process data and information when developing information products.

Students consistently apply commonly accepted ICT presentation conventions and use efficient procedures and techniques to solve problems, and create quality information products that fulfil their purpose. For example, templates, macros and keyboard shortcuts reduce the time taken to process data and increase the accuracy of creating solutions and products. Also, using checklists helps confirm the completeness of products and proofreading assists in detecting typographical and readability errors.

Students accept and respect differences in others' approaches to using ICT for solving problems and designing products, and respect cultural diversity among users of ICT; for example, using icons on a website to indicate functions such as print and mail, which are universally recognised, and using symbols that are not offensive to different cultures. Students use ICT techniques to make their information products accessible to a wide audience, taking into account special needs. For example, providing options to view a website in different font sizes assists visually impaired people, and transcripts of audio material assist the hearing impaired.

Students develop criteria to evaluate their own and others' work and use them to assess quality and the extent to which the purpose is fulfilled. For example, students compare the quality of their website with a commercial one, taking into account the knowledge and skills typical of professional website designers.

Students build on skills developed in previous levels to share ideas with the teacher and others through a range of electronic communication means such as email, contributing to forums, SMS messaging, and interacting with websites such as [Wikipedia](http://en.wikipedia.org/wiki/Main_Page) (http://en.wikipedia.org/wiki/Main_Page), which allow viewers to make modifications to the content. Students expand their skills in locating information on websites by using general and specialised directories. They refine their searching techniques to get more precise results by using within suitable search engines, proximity operators, which specify where one term in a document must appear in relation to another term. They develop knowledge and understanding about the ethical use of ICT through practical experience, observation of their own and others' behaviour, and by researching strategies for protecting vulnerable users from accessing or receiving unwanted information from the Internet.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Information and Communications Technology, they use complex ICT tools and techniques to visually represent, model, reframe and refine their thinking to assist in developing new understanding. For example, they can represent causal reasoning by using graphic organisers such as cause-and-effect diagrams, influence diagrams and explore and represent the interdependence between different components of a situation by using expert systems, spreadsheets and microworlds. By changing the values of some variable components, students can visualise the effect of these on the constant components to assist their understanding.

In addition to recording and evaluating the decisions and actions taken when developing new understanding and solving problems, students learn to assess their suitability for new situations and make adaptations where necessary.

Working in real and virtual teams, students collaboratively develop conventions for storing and presenting information (such as style guides, filenames, file structure, file access rights) to create information products and solve problems set in real-world contexts in all areas of the curriculum. They investigate threats to data security, such as accidental loss (failure to follow file management procedures), stealing (files from a network), and data corruption by viruses and hackers. This investigation could focus on the preventative actions taken by businesses within the local community to protect their data and information. They apply ICT techniques and privacy law principles to protect individual and team files from unauthorised access and accidental damage.

Students, individually and in teams, use ICT to make detailed project plans that sequence tasks to be done, resources needed and timelines for completion. They annotate these plans to explain changes made during the execution of tasks. When selecting hardware and software for each task, students consider the capabilities and limitations of these tools and recognise that their choice is influenced by the characteristics of the data to be manipulated. Students consider new or emerging ICT used in workplaces, and how their new capabilities would change the way students process data and information when developing information products.

Students consistently apply commonly accepted ICT presentation conventions and use efficient procedures and techniques to solve problems, and create quality information products that fulfil their purpose. For example, templates, macros and keyboard shortcuts reduce the time taken to process data and increase the accuracy of creating solutions and products. Also, using checklists helps confirm the completeness of products and proofreading assists in detecting typographical and readability errors.

Students accept and respect differences in others' approaches to using ICT for solving problems and designing products, and respect cultural diversity among users of ICT; for example, using icons on a website to indicate functions such as print and mail, which are universally recognised, and using symbols that are not offensive to different cultures. Students use ICT techniques to make their information products accessible to a wide audience, taking into account special needs. For example, providing options to view a website in different font sizes assists visually impaired people, and transcripts of audio material assist the hearing impaired.

Students develop criteria to evaluate their own and others' work and use them to assess quality and the extent to which the purpose is fulfilled. For example, students compare the quality of their website with a commercial one, taking into account the knowledge and skills typical of professional website designers.

Students build on skills developed in previous levels to share ideas with the teacher and others through a range of electronic communication means such as email, contributing to forums, SMS messaging, and interacting with websites such as [Wikipedia](http://en.wikipedia.org/wiki/Main_Page) (http://en.wikipedia.org/wiki/Main_Page), which allow viewers to make modifications to the content. Students expand their skills in locating information on websites by using general and specialised directories. They refine their searching techniques to get more precise results by using within suitable search engines, proximity operators, which specify where one term in a document must appear in relation to another term. They develop knowledge and understanding about the ethical use of ICT through practical experience, observation of their own and others' behaviour, and by researching strategies for protecting vulnerable users from accessing or receiving unwanted information from the Internet.

Standards

ICT for visualising thinking

At Level 10, students use a range of ICT tools and data types to visualise their thinking strategies when solving problems and developing new understanding. They use visualising thinking tools and apply ICT techniques to support causal reasoning and to model and describe the dynamic relationship between variable and constant data values to test hypotheses.

Students are efficient and effective in their use of appropriate ICT tools and editing techniques for assisting in visualising thinking. When solving problems, students discriminate between such tools and strategies based on their suitability for problem solving in new situations.

ICT for creating

At Level 10, students appraise different strategies for organising and managing resources involved in problem solving and creating information products. They use ICT to devise detailed plans that sequence tasks to be done, resources needed, and timelines for completion. They annotate their plans to explain changes made during the project.

Individually, and as team members, students apply a range of techniques, equipment and procedures that minimise the cost, effort and time of processing ICT solutions and maximise the accuracy, clarity and completeness of the information. They apply strategies that protect their files from being corrupted, stolen or accidentally lost. Their products demonstrate a clear sense of purpose and respect for the audience. Students apply processing practices that take into account their legal obligations and ethical considerations. They compare their own solutions with others and justify suggestions to improve quality.

ICT for communicating

At Level 10, students exchange ideas and considered opinions with others through online forums and websites. Students apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators. They use accepted protocols to communicate regularly online with peers, experts, and others, expressing their messages in language appropriate to the selected form of communication, and demonstrating respect for cultural differences.

Interpersonal Development

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Introduction to Interpersonal Development

Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.

Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate.

Working cooperatively as part of a team requires the skills outlined above. In addition, it requires individuals to be able to balance commitment to the group and its norms with their own needs. This requires competence in presenting their own ideas and listening to those of others, approaching topics from different viewpoints, and understanding their specific role and responsibilities in relation to those of others and the overall team goal.

Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.

The Interpersonal Development domain provides students with learning opportunities and experiences that will support their learning across the curriculum, particularly in relation to working in teams where collaboration and cooperation, sharing resources and completing agreed tasks on time are highlighted. Learning related to building social relationships encourages students to maintain positive learning environments across their learning programs.

Structure of the Interpersonal Development Domain

The Interpersonal Development domain uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)).

Each level includes a learning focus statement and a set of standards.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Interpersonal Development, standards for assessing and reporting on student achievement apply from Foundation, although at this level they are not organised by dimension.

Dimensions

Interpersonal Development

Standards in the Interpersonal Development domain are organised in two dimensions:

- **Building social relationships**
- **Working in teams.**

Building social relationships

Learning in the **Building social relationships** dimension supports students to initiate, maintain and manage positive social relationships with a diverse range of people in a range of contexts. Students learn about and practise the social conventions which underpin relationships and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.

Working in teams

In the **Working in teams** dimension students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team.

Stages of Learning in Interpersonal Development

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Interpersonal Development domain.

The following description identifies some key developmental issues for teachers and students in the Interpersonal Development domain. Links are made between physical development (including the brain), educational theory, and social, cognitive and emotional development.

Foundation to Level 4 – Laying the foundations

The first challenge for children at school is to socialise and connect with teachers and other students, and such engagement – behavioural, emotional and cognitive – remains critical to success throughout schooling. Behaving in a way that is cooperative and considerate of others, demonstrates a minimal level of engagement that allows students to function effectively together and with their teachers.

Social engagement encourages students to behave as group members and to feel a positive emotional connection to other people, groups and the school. Emotional engagement may be defined in terms of general well-being at school, as evidenced by, for example, feelings of happiness, safety, calmness and empowerment, as opposed to sadness, worry, helplessness and stress.

Emotional engagement may be defined in terms of identification with the school. A sense of belonging at school comes from experiencing safety and security; understanding the social values and norms that inform the rules and practices of the classroom; being provided with opportunities to participate in a meaningful way; having opportunities that are realistic (given a student's level of development); and being given recognition for effort.

Interpersonal Development

Students who understand the values and practices of the classroom, and who develop the knowledge, behaviour and skills to learn in groups, are more likely to develop self-worth and confidence. Those who are emotionally engaged are likely to comply with school rules and expectations, to develop habits of confidence and optimism, to be motivated, to develop pro-social behaviours, and to develop emotional skills. Emotional skills that are fundamental to developing more sophisticated group behaviours are self-awareness, self-regulation, motivation, persistence and empathy.

In Levels 3 and 4, students begin to shift their focus from their inner to their social world. Through their relationships they expand their social world and learn how to recognise the needs of others. They respect and support each other, offering assistance and giving appropriate feedback when appropriate.

Friendship provides opportunities for social growth. Students form attachments, make emotional investments and form bonds outside the family. They become aware of common interests and understandings, values such as loyalty and trust, and how these contribute to joy and fun. Learning and playing in groups, they become more aware of diverse rules and customs, develop social skills such as negotiation, conflict management, group decision-making, tolerance and social problem-solving. As well as joy and satisfaction, students experience conflict and disappointment. Learning that encourages inclusive, rather than exclusive social behaviours (such as bullying), is fundamental at this stage of interpersonal development.

With this switch in focus, students also become more aware of their own value systems and those of others. This is a time of moral development where children begin moving from an elementary stage – pre-occupied with their own needs – towards some recognition of the needs of others and a degree of reciprocity. Values education that informs social skills development is important at this stage of schooling.

Levels 5 to 8 – Building breadth and depth

During Levels 5 to 8 most students experience the move from primary to secondary school. These levels of schooling tend to cover two distinct phases – Levels 5 and 6, and Levels 7 and 8. During the former, some students will experience the onset of adolescence (begin puberty), while others will remain in late childhood. Differences in emotional, behavioural and cognitive development among students may be vast. They may experience dramatic physical and emotional changes that are, at times, all consuming.

Young people will increasingly differentiate themselves in terms of their peers, physical attributes and competence, and begin to recognise similarities and differences in the values and beliefs of others.

The shift from childhood to adolescence is accompanied by the shift from primary to secondary schooling. Many young people find this shift exciting and challenging, as well as stressful and confronting. Students are often subjected to more competitive standards and institutionalised forms of emotional and behavioural management. Stress may impede the development of the adolescent brain. There is also evidence to indicate that stress has a more negative effect on the brain development of females than males, especially for periods of prolonged stress. A supportive social context is, then, as important as at any other levels of schooling.

A supportive social context includes relationships and team experiences that help adolescents to maintain positive outlooks and attitudes. Encouraging young people to support and complement each other, to build trust, to appreciate similarities and difference, to reflect on motives and possibilities are some of the behaviours that build a supportive social context.

Developing the skills for connecting with supportive adults and pro-social peer groups is vital during this phase of development. Students who communicate effectively, develop positive thinking habits and coping skills, work cooperatively, have self-control, and are able to resolve conflicts thoughtfully without resorting to avoidance or aggression, are most likely to develop the skills and behaviours to work with others in teams. They take responsibility and support others.

Interpersonal Development

The adolescent brain is not fully mature; from around 12 to 18 levels of age heavily used parts of the brain develop, and unused parts of the brain are pruned. This process is most predominant in the prefrontal cortex, an area of the brain critical for anticipating consequences, controlling impulses and mood modulation.

A reduced capacity to modulate moods makes young people vulnerable to negative thoughts when reflecting on self and others. Consequently, the capacity of adolescents to employ positive coping strategies when managing conflict and stress may be diminished. This may occur at a time when additional pressures and expectations are occurring in their lives. Many adolescents also have a reduced capacity to read social situations or even the emotions of others. Structured tasks may help students to recognise peer influence on their behaviour.

To compensate for the underdevelopment of the prefrontal cortex, the adolescent brain relies heavily on other emotional centres in the brain, creating a tendency to react on instincts. Learning how to manage emotions, predict consequences, develop optimistic thinking habits and set goals are behaviours and skills that will help young people to work collaboratively.

Levels 9 to 10 – Developing pathways

By the time students reach Level 9 they are well into adolescence and beginning to see their future as adults. They are:

- accepting their physique and their gender identity
- developing more supportive relationships with their peers
- gaining independence from their parents and teachers
- seeking economic independence
- thinking about an occupation
- developing intellectual skills and concepts necessary for civic competence
- desiring and achieving socially responsible behaviour
- imagining the sort of life to which they aspire
- building conscious values congruent with an adequate scientific world-picture.

In short, it is a time of increasing responsibility and expectation. Young people reconsider what has been inculcated in them, and acquire a personal point of view and a personal place in the world. Some may reach an awareness of universal values and ethical principles.

Parents and teachers often become less important models, especially with regard to issues that are of immediate concern. In contrast, peers become more important as models. Programs that encourage positive peer influence, and link youths with adults will have positive outcomes in terms of resilience and coping styles.

The greatest shift in coping occurs between 14 and 16 levels, which make it the optimum time for students to reflect on their coping behaviours and develop particular strategies.

Coping skills are often seen in the context of a broader set of skills, attitudes and beliefs related to resilience. Resilient young people:

- form attachments to pro-social groups at school and in the community
- form relationships with a diverse range of people including significant adults
- have a positive attitude, protective coping skills and a sense of optimism
- are developing a sense of purpose in life
- have stable domestic or living arrangements.

Interpersonal Development

A common factor in each of the above is the sense of belonging and involvement that comes from being a meaningful and useful contributor to the group, whether this be peer, work, family or community.

Young people are more motivated when they see the link between tasks, their view of themselves and their future. Students who have the knowledge, skills and behaviours to do this will be capable of giving and seeking the support that will assist them to become valuable contributors to their families, communities and workplaces. They will also be more likely to create the conditions necessary for giving and receiving the social, emotional and intellectual support needed to achieve full potential in higher levels of schooling and beyond.

Foundation level

Learning Focus

As students work towards the achievement of Foundation standards in Interpersonal Development, they interact with their peers, teachers and other adults in a range of contexts. They learn to play constructively together and are encouraged to develop friendships with peers.

Students learn to manage their impulses by developing habits and routines that help them to be a cooperative class member. They develop a vocabulary to describe the emotions they experience when interacting with others.

With teacher support, students begin to identify and develop the skills required to work together in a group, including taking turns, and sharing and caring for equipment and resources. Through supported reflection on their own experiences of working with a partner, in small-group and whole-class situations, students share their thoughts on group collaboration and learn to describe and practise skills that contribute to the formation of positive relationships, and explain why these skills are desirable.

While playing games and participating in classroom activities, students practise listening to others and recording or retelling what others have said. With teacher support, they practise using these skills with their peers in a variety of contexts and begin to identify when it would be useful to apply these skills in other situations.

Students are supported to develop appropriate language to explain what happens and how they feel when experiencing conflict and/or bullying. They begin to understand how their actions affect others. Students learn that some people have special needs and to respect the rights, feelings and efforts of others.

Standards

At this level standards are not organised by dimensions.

Interpersonal Development

At Foundation, students identify the qualities of a friend and demonstrate care for other students. They contribute to the development of positive social relationships in a range of contexts. They use appropriate language and actions when dealing with conflict. Students describe basic skills required to work cooperatively in groups.

Level 1

Learning Focus

As students work towards the achievement of Level 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.

Through activities such as reading, discussion and role-play, students learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response.

Students learn to recognise that their actions have consequences for both themselves and others in social contexts. They begin to think in terms of other people's feelings and needs, especially when resolving conflict or dealing with bullying; for example, by saying sorry or taking another person's point of view into consideration.

Students learn to work in teams to complete structured activities within a set timeframe (the teacher may select the teams and allocate roles and responsibilities). Students learn to stay on task and share resources fairly. In response to questions and prompts, they learn to reflect on the team's challenges and successes and their contribution to the team's effectiveness.

Standards

At Level 1, students are working toward the Level 2 standards.

Level 2

Learning Focus

As students work towards the achievement of Level 2 standards in Interpersonal Development, they interact with their peers, older and younger students and adults, in a range of contexts. With teacher support, students reflect on personal qualities which contribute to the development and maintenance of friendships. They begin to develop and exhibit appropriate behaviours for maintaining positive social relationships.

Through activities such as reading, discussion and role-play, students learn to recognise and describe the feelings and emotional responses of others. They compare these with their own emotional responses and adjust their behaviour in response.

Students learn to recognise that their actions have consequences for both themselves and others in social contexts. They begin to think in terms of other people's feelings and needs, especially when resolving conflict or dealing with bullying; for example, by saying sorry or taking another person's point of view into consideration.

Students learn to work in teams to complete structured activities within a set timeframe (the teacher may select the teams and allocate roles and responsibilities). Students learn to stay on task and share resources fairly. In response to questions and prompts, they learn to reflect on the team's challenges and successes and their contribution to the team's effectiveness.

Standards

Building social relationships

At Level 2, students behave appropriately in a range of social situations. They identify the feelings and needs of other people. Students identify and accept that there are consequences for their actions. They take appropriate steps to resolve simple conflicts.

Working in teams

At Level 2, students work in teams in assigned roles, stay on task and complete structured activities within set timeframes. They share resources fairly. With teacher support, they describe their contribution to the activities of the team.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.

Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differences; for example, speaking respectfully about others, listening and responding appropriately and encouraging others' contributions. They learn to respect other students' belongings and, when appropriate, to share their own.

Students begin to explore the link between their feelings and their behaviour. They learn about empathy and use this to begin to respond to the needs of others. Using prompts and questions, they develop skills in giving and accepting constructive feedback; for example, praising or making suggestions for improvement.

Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.

In teams, students work towards the achievement of agreed goals within a set timeframe. With teacher assistance, they develop awareness of their role in the team and responsibilities in various situations, and interact with others accordingly. Students begin to be aware that different points of view may be valid. Using provided criteria, they reflect on the effectiveness of the teams in which they participate.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Interpersonal Development, they interact with their peers, older and younger students, and adults in both informal and formal contexts. They develop their skills and strategies for getting to know and understand others within increasingly complex situations. With teacher support, they identify different types of friendships and relationships. They discuss the expectations they have of friendship and relationship groups and acknowledge the expectations that others have of them. They recognise that relationships change and that positive relationships do not depend on always agreeing with one another.

Students are encouraged to think about their values and how these affect their feelings and behaviour. They are supported to develop relationships based on respect and the valuing of individual differences; for example, speaking respectfully about others, listening and responding appropriately and encouraging others' contributions. They learn to respect other students' belongings and, when appropriate, to share their own.

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Students are introduced to a variety of strategies for dealing with conflict and bullying. By articulating the conflict to be resolved, they discuss options and outcomes and work with others to develop plans and procedures to reduce the possibility of conflict, avoid or resolve conflict.

In teams, students work towards the achievement of agreed goals within a set timeframe. With teacher assistance, they develop awareness of their role in the team and responsibilities in various situations, and interact with others accordingly. Students begin to be aware that different points of view may be valid. Using provided criteria, they reflect on the effectiveness of the teams in which they participate.

Standards

Building social relationships

At Level 4, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences. They work with others to reduce, avoid and resolve conflict.

Working in teams

At Level 4, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.

Students compare their beliefs and values with others, and consider how these influence feelings and behaviour. Through discussion and activities such as role-play, they reflect on inclusion, belonging and tolerance. They consider how it feels to be excluded from a group. They identify examples of bullying in a range of contexts. They explore the impact of bullying on people's sense of self-worth and are assisted to identify, discuss and use different strategies to reduce, avoid and resolve bullying.

Students begin to recognise and discuss the influence that peers can have on their behaviour and consider response options.

Students explore a range of contexts, both within and beyond school, in which individuals are required to work effectively as part of a team. They discuss appropriate knowledge, skills and behaviours in these contexts and the importance of developing these.

Working in different teams, students are provided with opportunities to complete tasks of varying length and complexity. In doing so, they learn to identify the characteristics of members in effective teams and to develop descriptions for particular roles such as leader, recorder and participant. Students contribute to the development of and use criteria for evaluating their own and the team's effectiveness in team work.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop skills and behaviours for connecting with a variety of groups, including peer and community groups. Students participate in a range of classroom activities where they explore the similarities and differences in the values and beliefs of a range of individuals and groups. They begin to reflect on what this may mean for themselves when building and maintaining relationships with a diverse range of people. They explore and discuss behaviours which demonstrate sensitivity to cultural differences in their interactions with others.

Students compare their beliefs and values with others, and consider how these influence feelings and behaviour. Through discussion and activities such as role-play, they reflect on inclusion, belonging and tolerance. They consider how it feels to be excluded from a group. They identify examples of bullying in a range of contexts. They explore the impact of bullying on people's sense of self-worth and are assisted to identify, discuss and use different strategies to reduce, avoid and resolve bullying.

Students begin to recognise and discuss the influence that peers can have on their behaviour and consider response options.

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Standards

Building social relationships

At Level 6, students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups. Students describe the impact of bullying. They accept and display empathy for the points of view and feelings of their peers and others. They identify and use a variety of strategies to manage and resolve conflict.

Working in teams

At Level 6, students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity. They work cooperatively to allocate tasks and develop timelines. Students accept responsibility for their role and tasks. They explain the benefits of working in a team. They provide feedback to others and evaluate their own and the team's performance.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Interpersonal Development, they develop positive relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.

They learn how to manage their emotions and behaviour in their relationships, especially with peers. They consider the needs of others and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. They manage their impulses to encourage harmonious collaborations and relationships.

In a variety of forums, students investigate various forms of bullying and the consequences for the bully and the victim. They also explore other forms of conflict in both local and broader contexts. Through experience and reflection, students come to understand the need for empathy for others. They develop and practise appropriate skills in conflict resolution. Students explore how peers may influence the way they respond to others. They continue to identify strategies to build and maintain positive social relationships; for example, by acknowledging and celebrating the diversity of individuals, recognising peer influence on their own behaviour, showing sensitivity to cultural diversity, recognising and accommodating others' strengths and weaknesses and acknowledging the existence and possible implications of different values and beliefs.

Students work in teacher- and student-selected teams to complete short- and long-term tasks of varying complexity. When selecting team members, they are encouraged to recognise differing capabilities and are increasingly able to select a team which acknowledges the advantage of including students with a variety of learning and thinking styles.

In their teams, students gain experience in a variety of different roles and reflect on those roles which they prefer. They participate in tasks which require them to build knowledge cooperatively to achieve a shared purpose, and reflect on the contribution they have made and how it could be improved. They also consider how the effectiveness of the team could be improved.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Interpersonal Development, they develop positive relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.

They learn how to manage their emotions and behaviour in their relationships, especially with peers. They consider the needs of others and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. They manage their impulses to encourage harmonious collaborations and relationships.

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Standards

Building social relationships

At Level 8, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.

Working in teams

At Level 8, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Interpersonal Development, they develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.

They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures. They understand individual and group behaviour in the context of motivating factors when students participate in activities, including role-plays, which allow them to explore the impact of peers on relationships. They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these. They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts. They learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it.

Students take opportunities to work in diverse teams within and beyond school, including the workplace, to complete tasks with several interrelated components. Some of these tasks are managed by the team, with limited teacher input. This allows students to take responsibility for selecting a team that is likely to function effectively, allocating tasks, assigning and taking leadership roles, determining timelines and action plans, and monitoring and evaluating task achievement. Where required, students initiate strategies to deal with any problems they encounter. They assess their own contribution to the team and provide useful feedback to peers. Students also reflect on the success of team management and learning in achieving agreed goals.

Students may be involved in acting as peer mediators for younger students with minimal guidance once initial training is completed.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Interpersonal Development, they develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.

They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures. They understand individual and group behaviour in the context of motivating factors when students participate in activities, including role-plays, which allow them to explore the impact of peers on relationships. They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these. They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts. They learn to recognise when conflict, including conflict in workplaces, is likely to occur, and learn to be proactive in initiating strategies to avoid and/or resolve it.

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Students may be involved in acting as peer mediators for younger students with minimal guidance once initial training is completed.

Standards

Building social relationships

At Level 10, students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.

Working in teams

At Level 10, students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams. Working with the strengths of a team they achieve agreed goals within set timeframes. Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team. They develop and implement strategies for improving their contributions to achieving the team goals.

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Curriculum F–10

Introduction to Languages

Languages contribute materially to the universal purposes of schooling and to the development of skills in thinking and reflection. They support the moral, social and economic initiation of young people into the culture and wider civilisation that surrounds them. Learning a language nurtures reflective, deep and creative thinking in specific ways, cultivates culturally distinctive fields of knowledge, and stimulates awareness of intellectual functioning. In unique ways, languages require learners to engage in self-reflection because effective communication in a new language requires the learner to move outside the norms, practices and acquired behaviours of their first language.

Languages infuse the entire curriculum with both taught and incidental insights into how knowledge is organised by different sociocultural communities, and introduce awareness of important distinctions in meaning, sound, and sound patterns, social arrangements, order and sequencing of information, categories and relations. These skills can directly enhance the general intellectual development of young people.

In learning a language, students develop communication skills and knowledge and come to understand social, historical, familial relationships and other aspects of the specific language and culture of the speakers of the language they are studying. Learners are also provided with the tools, through comparison and reflection, to understand language, culture and humanity in a broad sense. In this way, language learning contributes to the development of interculturally aware citizens, of increasing importance at a time of rapid and deep globalisation.

Structure of the Languages Domain

The Languages (formerly called LOTE) domain is organised into two pathways, the first consisting of eleven levels (F - 10) and the second of four levels (7 - 10). Each level includes a learning focus statement and, from Level 5 onwards, a set of standards organised by dimension.

The Languages domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see the [Overview](#)).

Pathways

As students may begin their Languages studies at different stages, learning focus statements and standards are offered for two pathways which recognise the student's point of entry into the study:

Pathway 1: for students who begin learning a language in primary school and continue to study the same language to Level 10.

Pathway 2: for students who begin learning a language in Level 7.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension.

In Languages standards are introduced for assessment and reporting at Level 5. While it is clear that students gain most benefit from the study of another language when they begin this study in the early levels, it is acknowledged that some schools choose to maximise the effect of their resources by introducing Languages programs at different levels with appropriate time allocations. In recognition of the cumulative nature of language learning, the Languages domain includes progression measures which provide a typical sequence of second language development leading to Level 6. Regardless of the level at which the study of a language other than English is introduced, students will need to develop the knowledge and skills described in the progression measures before they attempt the learning associated with the Level 6 standards. These progression measures also assist schools that provide Languages programs prior to Levels 5, 6, 7, 8, 9 and 10 to assess and report effectively on student achievement.

Standards relevant to each of the language categories appear beside an icon (see language categories below) from Level 5 onwards.

Language categories

For the purposes of organising the learning demands on students, languages can be broadly grouped into five categories:

 **Roman alphabetical languages**

 **Non-Roman alphabetical languages**


 **Character languages**


 **Sign language**


 **Classical languages**

 **Aboriginal Languages**

Standards in the **Communicating in a language other than English** dimension include an initial section common to all language categories and additional standards specific to the language categories. From Level 5, the standards in the language categories focus on reading and writing skills. For Classical languages, the complete standard is provided in the language category description.

 **Roman alphabetical languages** – languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English (examples include: Australian Indigenous languages, French, German, Indonesian, Italian, Spanish, Vietnamese).

 **Non-Roman alphabetical languages** – languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet (examples include: Arabic, Greek, Hebrew and Russian).

 **Character languages** – languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script (examples include: Chinese, Japanese).



Sign language – Australian Sign Language, or Auslan. For most learners this will also involve reading in English.



Classical languages – ancient languages not used as a means of everyday communication by a contemporary community. Consisting of Roman alphabetical languages (for example, Latin) and non-Roman alphabetical languages (for example, Classical Greek). Standards in this category apply only in Pathway 2 Levels 5 and 6.



Aboriginal Languages – Victorian Aboriginal Languages which involve the process of reclamation and the study of culture. Schools should follow the processes outlined in the Aboriginal Languages, cultures and reclamation in Victorian schools: standards P–10 and protocols booklet prior to incorporating this language category in their teaching programs.

Dimensions

This domain has two dimensions:

- **Communicating in a language other than English**
- **Intercultural knowledge and language awareness.**

The two dimensions of the Languages domain are intimately linked. **Communicating in a language other than English** allows learners to reflect on language as a system and gain cultural insight. In turn, **Intercultural knowledge and language awareness** can provide cultural guidelines for effective communication.

Communicating in a language other than English

In the **Communicating in a language other than English** dimension, students learn the knowledge, skills and behaviours relevant to the specific language being studied. The skills of this dimension include listening, speaking, reading, viewing, writing, and the use of body language, visual cues and signs. The application of these skills requires knowledge of linguistic elements, including vocabulary and grammar. This dimension requires familiarity with a wide variety of texts and genres in print and electronic form.

Intercultural knowledge and language awareness

Communication skills in a language other than English foster intercultural knowledge and awareness of language as a system. The **Intercultural knowledge and language awareness** dimension develops students' knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. Progress through this dimension is demonstrated through performance in the language being studied. The understandings are universal and are gained by comparing languages, including English.

Students gain an awareness of the influence of culture in the learner's own life and first language. Different languages and language communities organise social relations and information in different ways and values differ from one community to another. Through cultural self-awareness, the ability to rationally discuss and compare cultural differences is developed. This dimension involves developing curiosity about and openness to a variety of values and practices, as well as acquiring in-depth knowledge of the diverse cultural traditions of the source societies.

Stages of Learning in Languages

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Languages domain.

Although some of the processes that we use to learn our first language, or mother tongue, are involved in learning a second language, there are also considerable differences. For most children, the mother tongue is learned within a family, where many people are involved in making clear the connection between sounds and actions, messages and basic needs. For a child's first language, the input is continuous and full time, much of it is adjusted to the child's needs, and the child's efforts at communicating are acknowledged, guided and accepted.

A second-language learner already knows the essential functions of voice or signed communication, and how language is involved, when engaging in meaningful activities. The learning usually occurs at school with far fewer providers offering input, for far less time, and shared by many more learners. The providers tend to be adults rather than people of all ages, the learners tend to be of similar ages, the relationships are professional rather than intimate, and the input is restricted in time, quantity, meaning, and personal significance for the learners.

Foundation to Level 4 – Laying the foundations

In the earliest levels of learning a second language, some processes and sequences are similar to those involved in first language acquisition. Language is adapted to students' direct needs. Ideally, students are immersed in communication tasks that are engaging, relevant, well designed and directly linked to their general learning experiences.

A second language makes its own specific cognitive, behavioural and emotional demands on, and contributions to, the development of the learner. Students detach from the intimacy of family and connect with teachers and fellow students. The new social world of the second-language classroom requires students to adapt from self expression in the mother tongue to the new norms and practices of the target language. The cognitive demands on the learner are significant. Learners need to transfer to a new communication code their only recently acquired skills as social beings and are required to learn the distinctive rules and conventions of the target language.

Students will notice a contrast between the two language systems. They will notice various culturally specific ways in which meaning is constructed and conveyed in the target language. As speaking and listening come before reading and writing, the foundational processes of learning a second language will ideally immerse students in concrete oral communication activities. The focus of these tasks should be on 'getting things done' – in music, drama, dance, drawing and painting, physical activity and early science or number experimentation – rather than language. Continual immersion in the target language for activities in which naturalistic communication prevails minimises the chance that students will continually translate. However, while teachers will use only the target language for activities, they will accept all forms of communication from students – communication in English, code-mixing between the target language and English, and the use of other languages, mime, gesture and so on. By modelling only correct forms of the target language, the teacher's language becomes the key source of input for students' growing ability to discern and use the target language for classroom communication. Students need to gain 'procedural language' early so that they and the teacher will share a communication code for all classroom activities.

For students of a language with close connections to English, and a similar alphabetic writing system, these levels also make bridges between students' evolving literacy in English and their growing familiarity with the writing system of the target language. For students of target languages that are familiar from the home, the connection between the sounds and symbols of the target language is a valuable resource. For learners of a language whose writing system is unlike that of English, this foundational stage of learning needs to build on noticing differences between the two writing systems.

In Foundation to Level 4, all areas of the curriculum can support the learning of a second language other than English; such study reinforces, extends and enriches all other learning. All teachers can make a direct and powerful connection establishing confident early literacy practices between English and the language other than English. Becoming literate helps students realise that language has form and structure as well as meaning. The study of a second language at school bolsters this important insight and helps students to extend and deepen their overall literacy. Learning a second language can show students that the conventions of writing and speaking in any language are arbitrary – the result of choices that have been made.

Through communication, students begin to recognise a range of expressions, greetings, and other formulaic language for routine interactions with people, and notice that these vary according to the participants. Much of this communication is scaffolded and prompted by the teacher, and related to concrete experiences in the classroom.

In all the practices described above, the two dimensions of the domain – **Communicating in a language other than English** and **Intercultural knowledge and language awareness** – are integrated with the entire range of learning experiences of students between Foundation and Level 4.

Levels 5 to 8 – Building breadth and depth

Levels 5 to 8 encompass the transition from childhood to adolescence. This is a critical and challenging period for students and teachers. Emotionally, it can be a difficult time for students and it can have particular effects and challenges for second language study. In Languages, this stage of learning comprises two distinct phases and contains the traditional period of second-language teaching in our school system.

In the first phase (Levels 5 and 6) – essentially an extension of the first stage of learning – students extend in depth and breadth the words, expressions, texts, ideas, relationships and activities they know of the second language.

In the second phase (Levels 7 and 8), although the nature and level of teacher scaffolding and prompting is reduced and students are now encouraged to interact, directly or through various media, with a range of speakers of the target language, the essential process is similar. However, this second phase is qualitatively different. The onset of puberty affects students' emotional lives, and the maturational and physical changes involved often have deep consequences for identity, relationships, motivation, behaviour and cognitive development. Such changes, stressful but exciting, coincide with more overt standards being expected of students, an unfamiliar subject division in the curriculum, and a significant change in the institutional operating arrangements of schooling.

Levels 7 and 8 are also a challenge for teachers and schools, and specific planning and collaboration across schools to ensure that Pathway 1 and Pathway 2 students are catered for. Pathway 1 students – those who are continuing with languages studied at primary school – need to have their prior study acknowledged and recognised; Pathway 2 students are those who take up languages for the first time at Level 7, or who change from the language they studied at primary school. The many changes that characterise Levels 5 to 8 have an impact on teaching too; activities that younger students find enjoyable, such as playing with the sounds and communication style of a new language, might represent a problem for those experiencing difficulties in the process of transition to adolescence.

Primary and secondary schools should collaborate closely to ease the transition between primary and secondary language study. Students should be able to see continuity in the outlines of the programs and what is taught, and see how their demonstrated achievement of the standards at one level articulates with the teaching and learning practices at another level.

At this stage, students begin to initiate communication and follow personal interests and ideas. Communication activities that acknowledge the sharpening individuality of students, and the more subject-divided basis of the curriculum, become more important in second-language teaching, as do connections to other domains, access to a wider range of interlocutors (such as native speakers and other students of similar age), and direct or virtual communication.

Levels 9 to 10 – Developing pathways

During this stage, students begin to explore the implications and possibilities of languages other than English for further study, career and citizenship. This growth in personal responsibility is reflected in the increased stakes involved and the choices that they make, impact in important ways on the study of languages.

As more cognitively mature learners, students increasingly make explicit choices with longer term consequences, and teachers and schools are called on to connect the study of languages other than English to all fields of relevance for them – their future pathways of study, their likely or possible careers, and their engagement in the world of civic life and responsibility.

Making such links to these fields, requires an explicit effort by students to understand the multicultural and multilingual nature of Australian society, and a world that is globalising and highly mobile. Teachers can anticipate these requirements by selecting texts, activities and domains that draw on the contexts in which languages other than English are used in Australian society, including the many study and occupational fields in which a second language is useful, locally and globally. Intercultural competence can be seen as a useful practical skill, as well as having value in opening up knowledge of other human societies and national traditions.

Languages - Pathway 1 - Progression measures

In recognition of the cumulative nature of language learning, the following progression measures provide a typical sequence of second language development leading to Level 6. Students will need to develop the knowledge and skills described in the progression measures before they attempt the learning associated with the Level 6 standards.

Part A

Communicating in a language other than English

On completion of an initial period of learning, students of all Languages (formerly LOTE) should be able to:

- repeat teacher-modelled use of the language
- participate in choral use of the language
- identify the names of visible objects and items from aural/visual cues
- introduce themselves, greet and farewell the teacher
- follow simple classroom directions
- recognise some culturally-specific gestures and body language, and demonstrate how these are used
- observe the process of interpreting and perform some of its simple features using single words or phrases.

A Students of **Roman alphabetical languages** should be able to:

- recognise the different sounds of similar letters, and demonstrate differences for key sounds
- identify letter-sound relationships and copy and trace letters and letter clusters and match them to sounds and words.

Q Students of **Non-Roman alphabetical languages** should be able to:

- notice and discuss the different writing system, and practise writing individual letters and other symbols

- distinguish selected letter sounds from English, match sounds and letters, identify words for concrete items from cues, etc.
- copy or trace selected letters and match them to sounds and words.

字 Students of **Character languages** should be able to:

- notice and discuss the different writing system, and practise writing selected letters, characters or other symbols
- recognise characters associated with specific concrete items and their different sounds, matching symbols to meanings and forms
- trace or copy selected characters.

手 Students of **Sign language** should be able to:

- notice and discuss the visual nature of communication
- demonstrate single signs and simple signed sequences
- recognise signs and simple signed sequences emphasising non-manual features
- produce simple manual signs and non-manual signs to participate in games and activities.

Intercultural knowledge and language awareness

On completion of this period of learning, students of all Languages should be able to:

- demonstrate an understanding of some of the differences in how people eat and dress, sign and gesture, write and say things
- identify some of the relationships between selected letters, sounds or tones in the language compared to English or other familiar languages
- identify a cultural icon, geographic feature, famous building or cultural practice and make a simple statement about it in the language
- display an awareness of different ways of doing things in particular situations
- express their own preferences in the language, or by responding to cues given in the language.

Part B

Communicating in a language other than English

On completion of a second period of learning, students of all Languages (formerly LOTE) should be able to:

- generate simple original sentences (including expressing likes and dislikes)
- introduce themselves, greet and farewell the teacher, and express thanks and apologies
- respond to simple questions about short songs, stories and rhymes
- extrapolate from familiar sounds, tone markers, signs, and so on, to spell new words
- write words/letters in context and in modelled sentences
- recognise some culturally-specific gestures and body language and integrate them into their own oral communications
- demonstrate the general characteristics of interpreting and translating in specific activities
- recognise variations in how people respond in daily situations and describe the values underpinning these responses
- recognise the use of the language in several media and information and communications technologies, and produce simple multimedia texts in the language
- demonstrate an understanding of variation in language use, depending on the audience and context.

A Students of **Roman alphabetical languages** should be able to:

- pronounce the sounds attributed to letters in context by reading aloud or repeating pronunciation associated with written words
- independently produce words in writing and produce original variations on modelled written sentences
- recognise and use accents and punctuation suited to the language, where applicable.

 Students of **Non-Roman alphabetical languages** should be able to:

- identify letter-sound relationships and practise pronunciation
- write words in context and in modelled sentences, including relevant accents and punctuation.

 Students of **Character languages** should be able to:

- practise writing characters and other symbols and develop links between visual cues, sounds and meaning
- recognise fundamental differences between the use of an alphabet, as in English, and a different writing system
- read aloud and for meaning
- write specific characters associated with particular words or sounds
- identify and compare elements of punctuation in context in more than one language.

 Students of **Sign language** should be able to:

- develop comprehension through non-verbal means and by using sign language in simple conversations
- obtain meaning from non-verbal communication to follow instructions or to use the information for a purpose
- participate in real or simulated conversations and everyday transactions by imitating and adapting models.

Intercultural knowledge and language awareness

On completion of this period of learning, students of all Languages should be able to:

- express their own preferences or views and communicate meaning for their own purposes in the language
- name some colours, shapes, objects, places and people associated with a country where the language is spoken
- identify two or more places, features, famous buildings, landmarks or cultural practices in another society, and describe some aspect of these in simple sentences in the language
- recognise variations in how people respond in daily situations and describe the values underpinning these responses
- participate in the creation and maintenance of the language and cultural ambience in the classroom
- recognise the similarities and differences between languages; for example, in sentence structures.

Part C

Communicating in a language other than English

On completion of a third period of learning, students of all Languages (formerly LOTE) should be able to:

- write simple sentences based on modelled examples
- listen to short, simple texts and show understanding
- use a dictionary in guided situations to find the meaning of simple words and to expand their vocabulary resources
- use substitution strategies to generate changed meaning
- understand new words introduced into familiar written texts, predicting from clues
- use basic structures in response to simple questions
- construct questions themselves using information from the answers they receive in structured situations
- appropriately integrate many culturally-specific gestures into their oral communication

- use simple software applications to demonstrate understanding of known vocabulary and structures
- participate effectively in very simple interpreting and translating routines.

 Students of **Roman alphabetical languages** should be able to:

- read and respond to simple and familiar texts
- write in the language using modelled texts and generating original materials with teacher guidance.

 Students of **Non-Roman alphabetical languages** should be able to:

- read sentences on familiar topics
- practise writing by copying, using modelled text and generating sentences of original text.

 Students of **Character languages** should be able to:

- read and write known characters and other symbols and also expand their repertoire of known characters
- begin to understand that the number of characters that they can read is greater than those they can write, and to reflect on why.

 Students of **Sign language** should be able to:

- develop their comprehension of simple signed texts by identifying specific items of information when making choices, answering questions and relaying information to other participants in a signed exchange
- engage in exchanges to provide and obtain information about everyday activities.

Intercultural knowledge and language awareness

On completion of this period of learning, students of all Languages should be able to:

- demonstrate an understanding of culturally appropriate values, responses and patterns of behaviour in particular situations related to the topics being studied
- identify and use key features of the language, such as grammatical gender, tones, formal and informal modes of address
- compare and contrast like events in cultures which use different languages
- explore a topic of interest through the language
- develop revision materials for language rules and applications to share with other students.

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Rationale

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of levels, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

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

The curriculum anticipates that schools will ensure all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Aims

The Australian Curriculum: Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content structure

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are **Number and Algebra**, **Measurement and Geometry**, and **Statistics and Probability**. They describe what is to be taught and learnt.

The proficiency strands are **Understanding**, **Fluency**, **Problem Solving**, and **Reasoning**. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the levels of schooling.

Content strands

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

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

Proficiency strands

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

Understanding

Students build a robust knowledge of adaptable and transferable mathematical concepts. They make connections between related concepts and progressively apply the familiar to develop new ideas. They develop an understanding of the relationship between the 'why' and the 'how' of mathematics. Students build understanding when they connect related ideas, when they represent concepts in different ways, when they identify commonalities and differences between aspects of content, when they describe their thinking mathematically and when they interpret mathematical information.

Fluency

Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students are fluent when they calculate answers efficiently, when they recognise robust ways of answering questions, when they choose appropriate methods and approximations, when they recall definitions and regularly use facts, and when they can manipulate expressions and equations to find solutions.

Problem Solving

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

Reasoning

Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising. Students are reasoning mathematically when they explain their thinking, when they deduce and justify strategies used and conclusions reached, when they adapt the known to the unknown, when they transfer learning from one context to another, when they prove that something is true or false and when they compare and contrast related ideas and explain their choices.

Content descriptions

The mathematics curriculum includes content descriptions at each level. These describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. The content descriptions are intended to ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one level may be revisited, strengthened and extended at later levels as needed.

Sub-strands

Content descriptions are grouped into sub-strands to illustrate the clarity and sequence of development of concepts through and across the levels. They support the ability to see the connections across strands and the sequential development of concepts from Foundation to Level 10.

Number and Algebra	Measurement and Geometry	Statistics and Probability
Number and place value (F-8)	Using units of measurement (F-10)	Chance (1-10)

Fractions and decimals (1-6)	Shape (F-7)	Data representation and interpretation (F-10)
Real numbers (7-10)	Geometric reasoning (3-10)	
Money and financial mathematics (1-10)	Location and transformation (F-7)	
Patterns and algebra (F-10)	Pythagoras and trigonometry (9-10)	
Linear and non-linear relationships (8-10)		

Level descriptions

Level descriptions emphasise the importance of working mathematically within the content. They provide an overview of the relationship between the proficiencies (**Understanding, Fluency, Problem Solving and Reasoning**) and the content for each level.

Content elaborations

Content elaborations are provided for Foundation to Level 10 to illustrate and exemplify content and assist teachers to develop a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A [glossary](#) is provided to support the common understanding of key terms in the content descriptions.

This [support document](#) contains additional information to support the glossary.

Mathematics across Foundation to Level 10

Although the curriculum is described by level, this document provides advice by level and age, on the nature of learners and the relevant curriculum:

- Foundation – Level 2: typically students from 5 to 8 years of age
- Levels 3 – 6: typically students from 8 to 12 years of age
- Levels 7 – 10: typically students from 12 to 16 years of age.

Foundation – Level 2

These levels lay the foundation for learning mathematics. Students at this level can access powerful mathematical ideas relevant to their current lives and learn the language of mathematics, which is vital to future progression.

Children have the opportunity to access mathematical ideas by developing a sense of number, order, sequence and pattern; by understanding quantities and their representations; by learning about attributes of objects and collections, position, movement and direction, and by developing an awareness of the collection, presentation and variation of data and a capacity to make predictions about chance events.

Understanding and experiencing these concepts in the early levels provides a foundation for algebraic, statistical and numerical thinking, that will develop in subsequent levels. These foundations also enable children to pose basic mathematical questions about their world, to identify simple strategies to investigate solutions, and to strengthen their reasoning to solve personally meaningful problems.

Levels 3 – 6

These levels emphasise the importance of students studying coherent, meaningful and purposeful mathematics that is relevant to their lives. Students still require active experiences that allow them to construct key mathematical ideas, but also gradually move to using models, pictures and symbols to represent these ideas.

The curriculum develops key understandings by extending the number, measurement, geometric and statistical learning from the early levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

In these levels of schooling, it is particularly important for students to develop a deep understanding of whole numbers to build reasoning in fractions and decimals and to develop a conceptual understanding of place value. These concepts allow students to develop proportional reasoning and flexibility with number through mental computation skills, and to extend their number sense and statistical fluency.

Levels 7 – 10

These levels of school mark a shift in mathematics learning to more abstract ideas. Through key activities such as the exploration, recognition and application of patterns, the capacity for abstract thought can be developed and the ways of thinking associated with abstract ideas can be illustrated.

The foundations built in previous levels prepare students for this change. Previously established mathematical ideas can be drawn upon in unfamiliar sequences and combinations to solve non-routine problems and to consequently develop more complex mathematical ideas. However, students of this age also need an understanding of the connections between mathematical concepts and their application in their world as a motivation to learn. This means using contexts directly related to topics of relevance and interest to this age group.

During these levels, students need to be able to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to estimate and select appropriate units of measure; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

The intent of the curriculum is to encourage the development of important ideas in more depth, and to promote the interconnectedness of mathematical concepts. An obvious concern is the preparation of students intending to continue studying mathematics in the senior secondary levels. Teachers will, in implementing the curriculum, extend the more mathematically able students by using appropriate challenges and extensions within available topics. A deeper understanding of mathematics in the curriculum enhances a student's potential to use this knowledge to solve non-routine problems, both at this level of study and at later stages.

Level 10A content descriptors indicate **optional** additional content suitable for development of student mathematical background in preparation for further study of functions, algebra, and calculus; as well as other additional content related to statistics and trigonometry.

Teachers can incorporate a **selection** of this and other additional content in Level 10 mathematics courses, as applicable for extension and enrichment purposes, and to prepare students for subsequent study of various implementations of General Mathematics Units 1 and 2 and/or Mathematical Methods (CAS) Units 1 and 2 in Level 11.

Where additional material is included in particular as preparation for subsequent study of Mathematical Methods (CAS) Units 1 and 2, content relating to an introductory treatment of logarithmic functions and circular functions (as functions of a real variable) will be helpful. This could include related algebra and solving simple equations, as well as some simple transformations of graphs, especially in modelling contexts. Students should also be familiar with corresponding work on sets, including relevant notation, that underpins the study of functions, algebra, calculus and probability; as well as the use of technology for numeric, graphic and symbolic computation.

The [AusVELS - Mathematics Scope and Sequence chart](#) is available from the VCAA website.

Achievement Standards

Across Foundation to Level 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding, and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Level 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard. Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Level 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

In the interim, advice about how to use the curriculum with students with special education needs is [available here](#) and [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, there is a significant group of these learners who leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: Mathematics are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the mathematics curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow mathematics teachers to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the mathematics learning area for all.

In the interim, advice about how to use the curriculum with EAL/D students is [available here](#).

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: mathematics values Aboriginal and Torres Strait Islander histories and cultures. It provides opportunities for students to appreciate that Aboriginal and Torres Strait Islander societies have sophisticated applications of mathematical concepts.

Students will explore connections between representations of number and pattern and how they relate to aspects of Aboriginal and Torres Strait Islander cultures. They will investigate time, place, relationships and measurement concepts in Aboriginal and Torres Strait Islander contexts. Students will deepen their understanding of the lives of Aboriginal and Torres Strait Islander Peoples through the application and evaluation of statistical data.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Mathematics, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' mathematical knowledge, skills and understanding.

The Australian Curriculum: Mathematics provides opportunities for students to learn about the understandings and applications of Mathematics in Asia. Mathematicians from Asia continue to contribute to the ongoing development of Mathematics.

In this learning area, students develop mathematical understanding in fields such as number, patterns, measurement, symmetry and statistics by drawing on knowledge of and examples from the Asia region. These could include calculation, money, art, architecture, design and travel. Investigations involving data collection, representation and analysis can be used to examine issues pertinent to the Asia region.

Sustainability

In the Australian Curriculum: Mathematics, the priority of sustainability provides rich, engaging and authentic contexts for developing students' abilities in number and algebra, measurement and geometry, and statistics and probability.

The Australian Curriculum: Mathematics provides opportunities for students to develop the proficiencies of problem solving and reasoning essential for the exploration of sustainability issues and their solutions. Mathematical understandings and skills are necessary to measure, monitor and quantify change in social, economic and ecological systems over time. Statistical analysis enables prediction of probable futures based on findings and helps inform decision making and actions that will lead to preferred futures.

In this learning area, students can observe, record and organise data collected from primary sources over time and analyse data relating to issues of sustainability from secondary sources. They can apply spatial reasoning, measurement, estimation, calculation and comparison to gauge local ecosystem health and can cost proposed actions for sustainability.

Foundation Level

The proficiency strands **Understanding, Fluency, Problem Solving** and **Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry,** and **Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:





Understanding includes connecting names, numerals and quantities

Fluency includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects

Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer

Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length

Number and Algebra

Number and place value	Elaborations
Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)  	<ul style="list-style-type: none"> reading stories from other cultures featuring counting in sequence to assist students to recognise ways of counting in local languages and across cultures identifying the number words in sequence, backwards and forwards, and reasoning with the number sequences, establishing the language on which subsequent counting experiences can be built developing fluency with forwards and backwards counting in meaningful contexts, including stories and rhymes understanding that numbers are said in a particular order and there are patterns in the way we say them
Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)  	<ul style="list-style-type: none"> understanding that each object must be counted only once, that the arrangement of objects does not affect how many there are, and that the last number counted answers the 'how many' question using scenarios to help students recognise that other cultures count in a variety of ways, such as by placing one pebble in a bag to represent one object (for example to count the number of cattle).
Subitise small collections of objects (ACMNA003)	<ul style="list-style-type: none"> using subitising as the basis for ordering and comparing collections of numbers

Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)



- comparing and ordering items of like and unlike characteristics using the words 'more', 'less', 'same as' and 'not the same as' and giving reasons for these answers
- understanding and using terms such as 'first' and 'second' to indicate ordinal position in a sequence.
- using objects which are personally and culturally relevant to students

Represent practical situations to model addition and sharing (ACMNA004)



- using a range of practical strategies for adding small groups of numbers, such as visual displays or concrete materials
- using Aboriginal and Torres Strait Islander methods of adding, including spatial patterns and reasoning

Patterns and algebra

Elaborations

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings (ACMNA005)

- observing natural patterns in the world around us
- creating and describing patterns using materials, sounds, movements or drawings

Measurement and Geometry

Using units of measurement

Elaborations

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language (ACMMG006)

- comparing objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more
- using suitable language associated with measurement attributes, such as 'tall' and 'taller', 'heavy' and 'heavier', 'holds more' and 'holds less'

Compare and order the duration of events using the everyday language of time (ACMMG007)

- knowing and identifying the days of the week and linking specific days to familiar events
- sequencing familiar events in time order

Connect days of the week to familiar events and actions (ACMMG008)

- choosing events and actions that make connections with students' everyday family routines

Shape

Elaborations

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)

- sorting and describing squares, circles, triangles, rectangles, spheres and cubes

Location and transformation

Elaborations

Describe position and movement (ACMMG010)

- interpreting the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'
- following and giving simple directions to guide a friend around an obstacle path and vice versa

Statistics and Probability

Data representation and interpretation	Elaborations
Answer yes/no questions to collect information (ACMSP011)	<ul style="list-style-type: none">• posing questions about themselves and familiar objects and events• representing responses to questions using simple displays, including grouping students according to their answers• using data displays to answer simple questions such as 'how many students answered "yes" to having brown hair?'

Foundation Level achievement standard

By the end of the Foundation level, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information.

Level 1

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level: Understanding includes connecting names, numerals and quantities, and partitioning numbers in various ways

Fluency includes counting number in sequences readily forward and backwards, locating numbers on a line, and naming the days of the week

Problem Solving includes using materials to model authentic problems, giving and receiving directions to unfamiliar places, and using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer

Reasoning includes explaining direct and indirect comparisons of length using uniform informal units, justifying representations of data, and explaining patterns that have been created

Number and Algebra

Number and place value	Elaborations
Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero (ACMNA012)	<ul style="list-style-type: none"> using the popular Korean counting game (sam-yuk-gu) for skip counting developing fluency with forwards and backwards counting in meaningful contexts such as circle games
Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line (ACMNA013)	<ul style="list-style-type: none"> modelling numbers with a range of material and images identifying numbers that are represented on a number line and placing numbers on a prepared number line
Count collections to 100 by partitioning numbers using place value (ACMNA014)	<ul style="list-style-type: none"> understanding partitioning of numbers and the importance of grouping in tens understanding two-digit numbers as comprised of tens and ones/units
Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)	<ul style="list-style-type: none"> developing a range of mental strategies for addition and subtraction problems
Fractions and decimals	Elaborations

Recognise and describe one-half as one of two equal parts of a whole. (ACMNA016)

- sharing a collection of readily available materials into two equal portions
- splitting an object into two equal pieces and describing how the pieces are equal

Money and financial mathematics

Elaborations

Recognise, describe and order Australian coins according to their value (ACMNA017)



- showing that coins are different in other countries by comparing Asian coins to Australian coins
- understanding that the value of Australian coins is not related to size
- describing the features of coins that make it possible to identify them

Patterns and algebra

Elaborations

Investigate and describe number patterns formed by skip counting and patterns with objects (ACMNA018)

- using place-value patterns beyond the teens to generalise the number sequence and predict the next number
- investigating patterns in the number system, such as the occurrence of a particular digit in the numbers to 100

Measurement and Geometry

Using units of measurement

Elaborations

Measure and compare the lengths and capacities of pairs of objects using uniform informal units (ACMMG019)

- understanding that in order to compare objects, the unit of measurement must be the same size

Tell time to the half-hour (ACMMG020)

- reading time on analogue and digital clocks and observing the characteristics of half-hour times

Describe duration using months, weeks, days and hours (ACMMG021)

- describing the duration of familiar situations such as 'how long is it until we next come to school?'

Shape

Elaborations

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features (ACMMG022)

- focusing on geometric features and describing shapes and objects using everyday words such as 'corners', 'edges' and 'faces'

Location and transformation

Elaborations

Give and follow directions to familiar locations (ACMMG023)

- understanding that people need to give and follow directions to and from a place, and that this involves turns, direction and distance
- understanding the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions
- interpreting and following directions around familiar locations

Statistics and Probability

Chance

Elaborations

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen' (ACMSP024)

- justifying that some events are certain or impossible

Data representation and interpretation

Elaborations

Choose simple questions and gather responses (ACMSP262)

- determining which questions will gather appropriate responses for a simple investigation

Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays (ACMSP263)

- understanding one-to-one correspondence
 - describing displays by identifying categories with the greatest or least number of objects
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Level 1 achievement standard

By the end of Level 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions and draw simple data displays.

Level 2

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division

Fluency includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations

Problem Solving includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape

Reasoning includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data

Number and Algebra

Number and place value	Elaborations
Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences. (ACMNA026)	<ul style="list-style-type: none"> developing fluency and confidence with numbers and calculations by saying number sequences recognising patterns in number sequences, such as adding 10 always results in the same final digit
Recognise, model, represent and order numbers to at least 1000 (ACMNA027)	<ul style="list-style-type: none"> recognising there are different ways of representing numbers and identifying patterns going beyond 100 developing fluency with writing numbers in meaningful contexts
Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA028)	<ul style="list-style-type: none"> using an abacus to model and represent numbers understanding three-digit numbers as comprised of hundreds, tens and ones/units demonstrating and using models such as linking blocks, sticks in bundles, place-value blocks and Aboriginal bead strings and explaining reasoning



Explore the connection between addition and subtraction (ACMNA029)

- becoming fluent with partitioning numbers to understand the connection between addition and subtraction
- using counting on to identify the missing element in an additive problem

Solve simple addition and subtraction problems using a range of efficient mental and written strategies (ACMNA030)

- becoming fluent with a range of mental strategies for addition and subtraction problems, such as commutativity for addition, building to 10, doubles, 10 facts and adding 10
- modelling and representing simple additive situations using materials such as 10 frames, 20 frames and empty number lines

Recognise and represent multiplication as repeated addition, groups and arrays (ACMNA031)

- representing array problems with available materials and explaining reasoning
- visualising a group of objects as a unit and using this to calculate the number of objects in several identical groups

Recognise and represent division as grouping into equal sets and solve simple problems using these representations (ACMNA032)

- dividing the class or a collection of objects into equal-sized groups
- identifying the difference between dividing a set of objects into three equal groups and dividing the same set of objects into groups of three

Fractions and decimals

Elaborations

Recognise and interpret common uses of halves, quarters and eighths of shapes and collections (ACMNA033)

- recognising that sets of objects can be partitioned in different ways to demonstrate fractions
- relating the number of parts to the size of a fraction

Money and financial mathematics

Elaborations

Count and order small collections of Australian coins and notes according to their value (ACMNA034)

- identifying equivalent values in collections of coins or notes, such as two five-cent coins having the same value as one 10-cent coin
- counting collections of coins or notes to make up a particular value, such as that shown on a price tag

Patterns and algebra

Elaborations




Describe patterns with numbers and identify missing elements (ACMNA035)


- describing a pattern created by skip counting and representing the pattern on a number line
- investigating features of number patterns resulting from adding twos, fives or 10s

Solve problems by using number sentences for addition or subtraction (ACMNA036)

- representing a word problem as a number sentence
- writing a word problem to represent a number sentence

Measurement and Geometry

Using units of measurement	Elaborations
Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units (ACMMG037)	<ul style="list-style-type: none"> comparing lengths using finger length, hand span or a piece of string comparing areas using the palm of the hand or a stone comparing capacities using a range of containers
Compare masses of objects using balance scales (ACMMG038)	<ul style="list-style-type: none"> using balance scales to determine whether the mass of different objects is more, less or about the same, or to find out how many marbles are needed to balance a tub of margarine or a carton of milk
Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)	<ul style="list-style-type: none"> describing the characteristics of quarter-past times on an analogue clock, and identifying that the small hand is pointing just past the number and the big hand is pointing to the three
Name and order months and seasons (ACMMG040) 	<ul style="list-style-type: none"> investigating the seasons used by Aboriginal people, comparing them to those used in Western society and recognising the connection to weather patterns.
Use a calendar to identify the date and determine the number of days in each month (ACMMG041)  	<ul style="list-style-type: none"> using calendars to locate specific information, such as finding a given date on a calendar and saying what day it is, and identifying personally or culturally specific days
Shape	Elaborations
Describe and draw two-dimensional shapes, with and without digital technologies (ACMMG042)	<ul style="list-style-type: none"> identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as straight lines or curved lines, and counting the edges and corners
Describe the features of three-dimensional objects (ACMMG043)	<ul style="list-style-type: none"> identifying geometric features such as the number of faces, corners or edges
Location and transformation	Elaborations
Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)	<ul style="list-style-type: none"> understanding that we use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place constructing arrangements of objects from a set of directions
Investigate the effect of one-step slides and flips with and without digital technologies (ACMMG045)	<ul style="list-style-type: none"> understanding that objects can be moved but changing position does not alter an object's size or features
Identify and describe half and quarter turns (ACMMG046)	<ul style="list-style-type: none"> predicting and reproducing a pattern based around half and quarter turns of a shape and sketching the next element in the pattern
Statistics and Probability	

Chance	Elaborations
Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' (ACMSP047)	<ul style="list-style-type: none"> classifying a list of everyday events according to how likely they are to happen, using the language of chance, and explaining reasoning
Data representation and interpretation	Elaborations
Identify a question of interest based on one categorical variable. Gather data relevant to the question (ACMSP048)	<ul style="list-style-type: none"> determining the variety of birdlife in the playground and using a prepared table to record observations
	
Collect, check and classify data (ACMSP049)	<ul style="list-style-type: none"> recognising the usefulness of tally marks identifying categories of data and using them to sort data
Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)	<ul style="list-style-type: none"> creating picture graphs to represent data using one-to-one correspondence comparing the usefulness of different data displays

Level 2 achievement standard

By the end of Level 2, students recognise increasing and decreasing number sequences involving 2s, 3s and 5s. They represent multiplication and division by grouping into sets. They associate collections of Australian coins with their value. Students identify the missing element in a number sequence. Students recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. They explain the effects of one-step transformations. Students make sense of collected information.

Students count to and from 1000. They perform simple addition and subtraction calculations using a range of strategies. They divide collections and shapes into halves, quarters and eighths. Students order shapes and objects using informal units. They tell time to the quarter hour and use a calendar to identify the date and the months included in seasons. They draw two-dimensional shapes. They describe outcomes for everyday events. Students collect data from relevant questions to create lists, tables and picture graphs.

Level 3

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes connecting number representations with number sequences, partitioning and combining numbers flexibly, representing unit fractions, using appropriate language to communicate times, and identifying environmental symmetry

Fluency includes recalling multiplication facts, using familiar metric units to order and compare objects, identifying and describing outcomes of chance experiments, interpreting maps and communicating positions

Problem Solving includes formulating and modelling authentic situations involving planning methods of data collection and representation, making models of three-dimensional objects and using number properties to continue number patterns

Reasoning includes using generalising from number properties and results of calculations, comparing angles, creating and interpreting variations in the results of data collections and data displays

Number and Algebra

Number and place value	Elaborations
Investigate the conditions required for a number to be odd or even and identify odd and even numbers (ACMNA051)	<ul style="list-style-type: none"> identifying even numbers using skip counting by twos or by grouping even collections of objects in twos explaining why all numbers that end in the digits 0, 2, 4, 6 and 8 are even and that numbers ending in 1, 3, 5, 7 and 9 are odd
Recognise, model, represent and order numbers to at least 10 000 (ACMNA052)	<ul style="list-style-type: none"> placing four-digit numbers on a number line using an appropriate scale reproducing numbers in words using their numerical representations and vice versa
Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems (ACMNA053)	<ul style="list-style-type: none"> recognising that 10 000 equals 10 thousands, 100 hundreds, 1000 tens and 10 000 ones justifying choices about partitioning and regrouping numbers in terms of their usefulness for particular calculations
Recognise and explain the connection between addition and subtraction (ACMNA054)	<ul style="list-style-type: none"> demonstrating the connection between addition and subtraction using partitioning or by writing equivalent number sentences

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| <p>Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation (ACMNA055)</p> | <ul style="list-style-type: none"> ● recognising that certain single-digit number combinations always result in the same answer for addition and subtraction, and using this knowledge for addition and subtraction of larger numbers ● combining knowledge of addition and subtraction facts and partitioning to aid computation (for example $57 + 19 = 57 + 20 - 1$) |
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| <p>Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)</p> | <ul style="list-style-type: none"> ● establishing multiplication facts using number sequences |
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| <p>Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)</p> | <ul style="list-style-type: none"> ● writing simple word problems in numerical form and vice versa ● using a calculator to check the solution and reasonableness of the answer |
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Fractions and decimals

Elaborations

Model and represent unit fractions including $1/2$, $1/4$, $1/3$, $1/5$ and their multiples to a complete whole (ACMNA058)



- partitioning areas, lengths and collections to create halves, thirds, quarters and fifths, such as folding the same sized sheets of paper to illustrate different unit fractions and comparing the number of parts with their sizes
- locating unit fractions on a number line
- recognising that in English the term 'one third' is used (order: numerator, denominator) but that in other languages this concept may be expressed as 'three parts, one of them' (order: denominator, numerator) for example Japanese

Money and financial mathematics

Elaborations

Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)



- recognising the relationship between dollars and cents, and that not all countries use these denominations and divisions (for example Japanese Yen)

Patterns and algebra

Elaborations

Describe, continue, and create number patterns resulting from performing addition or subtraction (ACMNA060)

- identifying and writing the rules for number patterns
- describing a rule for a number pattern, then creating the pattern

Measurement and Geometry

Using units of measurement

Elaborations

Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)



- recognising the importance of using common units of measurement
- recognising and using centimetres and metres, grams and kilograms, and millilitres and litres

Tell time to the minute and investigate the relationship between units of time (ACMMG062)

- recognising there are 60 minutes in an hour and 60 seconds in a minute

Shape

Elaborations

Make models of three-dimensional objects and describe key features (ACMMG063)

- exploring the creation of three-dimensional objects using origami, including prisms and pyramids



Location and transformation

Elaborations

Create and interpret simple grid maps to show position and pathways (ACMMG065)

- creating a map of the classroom or playground

Identify symmetry in the environment (ACMMG066)

- identifying symmetry in Aboriginal rock carvings or art
- identifying symmetry in the natural and built environment



Geometric reasoning

Elaborations

Identify angles as measures of turn and compare angle sizes in everyday situations (ACMMG064)

- opening doors partially and fully and comparing the size of the angles created
- recognising that analogue clocks use the turning of arms to indicate time, and comparing the size of angles between the arms for familiar times

Statistics and Probability

Chance

Elaborations

Conduct chance experiments, identify and describe possible outcomes and recognise variation in results (ACMSP067)

- conducting repeated trials of chance experiments such as tossing a coin or drawing a ball from a bag and identifying the variations between trials

Data representation and interpretation

Elaborations

Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording (ACMSP068)

- refining questions and planning investigations that involve collecting data, and carrying out the investigation (for example narrowing the focus of a question such as 'which is the most popular breakfast cereal?' to 'which is the most popular breakfast cereal among Level 3 students in our class?')

Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)

- exploring meaningful and increasingly efficient ways to record data, and representing and reporting the results of investigations
- collecting data to investigate features in the natural environment



Interpret and compare data displays
(ACMSP070)

- comparing various student-generated data representations and describing their similarities and differences
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Level 3 achievement standard

By the end of Level 3, students recognise the connection between addition and subtraction and solve problems using efficient strategies for multiplication. They model and represent unit fractions. They represent money values in various ways. Students identify symmetry in the environment. They match positions on maps with given information. Students recognise angles in real situations. They interpret and compare data displays.

Students count to and from 10 000. They classify numbers as either odd or even. They recall addition and multiplication facts for single digit numbers. Students correctly count out change from financial transactions. They continue number patterns involving addition and subtraction. Students use metric units for length, mass and capacity. They tell time to the nearest minute. Students make models of three-dimensional objects. Students conduct chance experiments and list possible outcomes. They carry out simple data investigations for categorical variables.

Level 4

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes making connections between representations of numbers, partitioning and combining numbers flexibly, extending place value to decimals, using appropriate language to communicate times, and describing properties of symmetrical shapes

Fluency includes recalling multiplication tables, communicating sequences of simple fractions, using instruments to measure accurately, creating patterns with shapes and their transformations, and collecting and recording data

Problem Solving includes formulating, modelling and recording authentic situations involving operations, comparing large numbers with each other, comparing time durations, and using properties of numbers to continue patterns

Reasoning includes using generalising from number properties and results of calculations, deriving strategies for unfamiliar multiplication and division tasks, comparing angles, communicating information using graphical displays and evaluating the appropriateness of different displays

Number and Algebra

Number and place value	Elaborations
Investigate and use the properties of odd and even numbers (ACMNA071)	<ul style="list-style-type: none"> using the four operations with pairs of odd or even numbers or one odd and one even number, then using the relationships established to check the accuracy of calculations
Recognise, represent and order numbers to at least tens of thousands (ACMNA072)	<ul style="list-style-type: none"> reproducing five-digit numbers in words using their numerical representations, and vice versa
Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems (ACMNA073)	<ul style="list-style-type: none"> recognising and demonstrating that the place-value pattern is built on the operations of multiplication or division of tens
Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 (ACMNA074)	<ul style="list-style-type: none"> recognising that number sequences can be extended indefinitely, and determining any patterns in the sequences
Recall multiplication facts up to 10×10 and related division facts (ACMNA075)	<ul style="list-style-type: none"> using known multiplication facts to calculate related division facts

Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder (ACMNA076)

- using known facts and strategies, such as commutativity, doubling and halving for multiplication, and connecting division to multiplication when there is no remainder

Fractions and decimals

Elaborations

Investigate equivalent fractions used in contexts (ACMNA077)

- exploring the relationship between families of fractions (halves, quarters and eighths or thirds and sixths) by folding a series of paper strips to construct a fraction wall

Count by quarters halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line (ACMNA078)



- converting mixed numbers to improper fractions and vice versa
- investigating the use of fractions and sharing as a way of managing Country: for example taking no more than half the eggs from a nest to protect future bird populations

Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation (ACMNA079)

- using division by 10 to extend the place-value system
- using knowledge of fractions to establish equivalences between fractions and decimal notation

Money and financial mathematics

Elaborations

Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)



- recognising that not all countries use dollars and cents, eg India uses rupees.
- Carrying out calculations in another currency as well as in dollars and cents, and identifying both as decimal systems

Patterns and algebra

Elaborations

Explore and describe number patterns resulting from performing multiplication (ACMNA081)

- identifying examples of number patterns in everyday life

Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)

- representing a word problem as a number sentence
- writing a word problem using a given number sentence

Use equivalent number sentences involving addition and subtraction to find unknown quantities (ACMNA083)

- writing number sentences to represent and answer questions such as: 'When a number is added to 23 the answer is the same as 57 minus 19. What is the number?'
- using partitioning to find unknown quantities in number sentences

Measurement and Geometry

Using units of measurement

Elaborations

Use scaled instruments to measure and compare lengths, masses, capacities and temperatures (ACMMG084)

- reading and interpreting the graduated scales on a range of measuring instruments to the nearest graduation

Compare objects using familiar metric units of area and volume (ACMMG290)



- comparing areas using grid paper
- comparing volume using centicubes
- recognising that metric units are not the only units used throughout the world, for example measuring the area of floor space using tatami mats (Japan), using squares for room and house area (Australia)

Convert between units of time (ACMMG085)

- identifying and using the correct operation for converting units of time

Use am and pm notation and solve simple time problems (ACMMG086)

- calculating the time spent at school during a normal school day
- calculating the time required to travel between two locations
- determining arrival time given departure time

Shape

Elaborations

Compare the areas of regular and irregular shapes by informal means (ACMMG087)

- comparing areas using metric units, such as counting the number of square centimetres required to cover two areas by overlaying the areas with a grid of centimetre squares

Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies (ACMMG088)

- identifying common two-dimensional shapes that are part of a composite shape by re-creating it from these shapes
- creating a two-dimensional shapes from verbal or written instructions

Location and transformation

Elaborations

Use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)



- identifying the scale used on maps of cities and rural areas in Australia and a city in Indonesia and describing the difference
- using directions to find features on a map

Create symmetrical patterns, pictures and shapes with and without digital technologies (ACMMG091)



- using stimulus materials such as the motifs in Central Asian textiles, Tibetan artefacts, Indian lotus designs and symmetry in Yolngu or Central and Western Desert art

Geometric reasoning

Elaborations

Compare angles and classify them as equal to, greater than or less than a right angle (ACMMG089)

- creating angles and comparing them to a right angle using digital technologies

Statistics and Probability

Chance	Elaborations
Describe possible everyday events and order their chances of occurring (ACMSP092)	<ul style="list-style-type: none"> using lists of events familiar to students and ordering them from 'least likely' to 'most likely' to occur
Identify everyday events where one cannot happen if the other happens (ACMSP093)	<ul style="list-style-type: none"> using examples such as weather, which cannot be dry and wet at the same time
Identify events where the chance of one will not be affected by the occurrence of the other (ACMSP094)	<ul style="list-style-type: none"> explaining why the probability of a new baby being either a boy or a girl does not depend on the sex of the previous baby
Data representation and interpretation	Elaborations
Select and trial methods for data collection, including survey questions and recording sheets (ACMSP095)	<ul style="list-style-type: none"> comparing the effectiveness of different methods of collecting data choosing the most effective way to collect data for a given investigation
Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values (ACMSP096)	<ul style="list-style-type: none"> exploring ways of presenting data and showing the results of investigations investigating data displays using many-to-one correspondence
Evaluate the effectiveness of different displays in illustrating data features including variability (ACMSP097)	<ul style="list-style-type: none"> interpreting data representations in the media and other forums in which symbols represent more than one data value suggesting questions that can be answered by a given data display and using the display to answer questions

Level 4 achievement standard

By the end of Level 4, students choose appropriate strategies for calculations involving multiplication and division. They recognise common equivalent fractions in familiar contexts and make connections between fraction and decimal notations up to two decimal places. Students solve simple purchasing problems. They identify unknown quantities in number sentences. They describe number patterns resulting from multiplication. Students compare areas of regular and irregular shapes using informal units. They solve problems involving time duration. They interpret information contained in maps. Students identify dependent and independent events. They describe different methods for data collection and representation, and evaluate their effectiveness.

Students use the properties of odd and even numbers. They recall multiplication facts to 10 x 10 and related division facts. Students locate familiar fractions on a number line. They continue number sequences involving multiples of single digit numbers. Students use scaled instruments to measure temperatures, lengths, shapes and objects. They convert between units of time. Students create symmetrical shapes and patterns. They classify angles in relation to a right angle. Students list the probabilities of everyday events. They construct data displays from given or collected data.

Level 5

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes making connections between representations of numbers, using fractions to represent probabilities, comparing and ordering fractions and decimals and representing them in various ways, describing transformations and identifying line and rotational symmetry

Fluency includes choosing appropriate units of measurement for calculation of perimeter and area, using estimation to check the reasonableness of answers to calculations and using instruments to measure angles

Problem Solving includes formulating and solving authentic problems using whole numbers and measurements and creating financial plans

Reasoning includes investigating strategies to perform calculations efficiently, continuing patterns involving fractions and decimals, interpreting results of chance experiments, posing appropriate questions for data investigations and interpreting data sets

Number and Algebra

Number and place value	Elaborations
Identify and describe factors and multiples of whole numbers and use them to solve problems (ACMNA098)	<ul style="list-style-type: none"> exploring factors and multiples using number sequences using simple divisibility tests
Use estimation and rounding to check the reasonableness of answers to calculations (ACMNA099)	<ul style="list-style-type: none"> recognising the usefulness of estimation to check calculations applying mental strategies to estimate the result of calculations, such as estimating the cost of a supermarket trolley load
Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)	<ul style="list-style-type: none"> exploring techniques for multiplication such as the area model, the Italian lattice method or the partitioning of numbers applying the distributive law and using arrays to model multiplication and explain calculation strategies
Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)	<ul style="list-style-type: none"> using the fact that equivalent division calculations result if both numbers are divided by the same factor interpreting and representing the remainder in division calculations sensibly for the context

Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)

- using calculators to check the reasonableness of answers

Fractions and decimals

Elaborations

Compare and order common unit fractions and locate and represent them on a number line (ACMNA102)

- recognising the connection between the order of unit fractions and their denominators

Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator (ACMNA103)

- modelling and solving addition and subtraction problems involving fractions by using jumps on a number line, or making diagrams of fractions as parts of shapes

Recognise that the place value system can be extended beyond hundredths (ACMNA104)

- using knowledge of place value and division by 10 to extend the number system to thousandths and beyond
- recognising the equivalence of one thousandths and 0.001

Compare, order and represent decimals (ACMNA105)

- locating decimals on a number line

Money and financial mathematics

Elaborations

Create simple financial plans (ACMNA106)

- creating a simple budget for a class fundraising event
- identifying the GST component of invoices and receipts

Patterns and algebra

Elaborations

Describe, continue and create patterns with fractions, decimals and whole numbers resulting from addition and subtraction (ACMNA107)

- using the number line or diagrams to create patterns involving fractions or decimals

Use equivalent number sentences involving multiplication and division to find unknown quantities (ACMNA121)

- using relevant problems to develop number sentences

Measurement and Geometry

Using units of measurement

Elaborations

Choose appropriate units of measurement for length, area, volume, capacity and mass (ACMMG108)



- investigating alternative measures of scale to demonstrate that these vary between countries and change over time, for example temperature measurement in Australia, Indonesia, Japan and USA
- recognising that some units of measurement are better suited for some tasks than others, for example kilometres rather than metres to measure the distance between two towns

Calculate the perimeter and area of rectangles using familiar metric units (ACMMG109)

- exploring efficient ways of calculating the perimeters of rectangles such as adding the length and width together and doubling the result
- exploring efficient ways of finding the areas of rectangles

Compare 12- and 24-hour time systems and convert between them (ACMMG110)



- investigating the ways time was and is measured in different Aboriginal Country, such as using tidal change
- using units hours, minutes and seconds

Shape

Elaborations

Connect three-dimensional objects with their nets and other two-dimensional representations (ACMMG111)

- identifying the shape and relative position of each face of a solid to determine the net of the solid, including that of prisms and pyramids
- representing two-dimensional shapes such as photographs, sketches and images created by digital technologies

Location and transformation

Elaborations

Use a grid reference system to describe locations. Describe routes using landmarks and directional language (ACMMG113)



- comparing aerial views of Country, desert paintings and maps with grid references
- creating a grid reference system for the classroom and using it to locate objects and describe routes from one object to another

Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries (ACMMG114)

- identifying and describing the line and rotational symmetry of a range of two-dimensional shapes, by manually cutting, folding and turning shapes and by using digital technologies
- identifying the effects of transformations by manually flipping, sliding and turning two-dimensional shapes and by using digital technologies

Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original (ACMMG115)

- using digital technologies to enlarge shapes
- using a grid system to enlarge a favourite image or cartoon

Geometric reasoning

Elaborations

Estimate, measure and compare angles using degrees. Construct angles using a protractor (ACMMG112)

- measuring and constructing angles using both 180° and 360° protractors
- recognising that angles have arms and a vertex, and that size is the amount of turn required for one arm to coincide with the other

Statistics and Probability

Chance

Elaborations

List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions (ACMSP116)



- commenting on the likelihood of winning simple games of chance by considering the number of possible outcomes and the consequent chance of winning in simple games of chance such as jan-ken-pon (rock-paper-scissors)

Recognise that probabilities range from 0 to 1 (ACMSP117)

- investigating the probabilities of all outcomes for a simple chance experiment and verifying that their sum equals 1

Data representation and interpretation

Elaborations

Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)



- posing questions about insect diversity in the playground, collecting data by taping a one-metre-square piece of paper to the playground and observing the type and number of insects on it over time

Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)

- identifying the best methods of presenting data to illustrate the results of investigations and justifying the choice of representations

Describe and interpret different data sets in context (ACMSP120)

- using and comparing data representations for different data sets to help decision making

Level 5 achievement standard

By the end of Level 5, students solve simple problems involving the four operations using a range of strategies. They check the reasonableness of answers using estimation and rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. Students compare and interpret different data sets.

Students order decimals and unit fractions and locate them on number lines. They add and subtract fractions with the same denominator. Students continue patterns by adding and subtracting fractions and decimals. They find unknown quantities in number sentences. They use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles. They convert between 12 and 24 hour time. Students use a grid reference system to locate landmarks. They measure and construct different angles. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Students pose questions to gather data, and construct data displays appropriate for the data.

Level 6

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes describing properties of different sets of numbers, using fractions and decimals to describe probabilities, representing fractions and decimals in various ways and describing connections between them, and making reasonable estimations

Fluency includes representing integers on a number line, calculating simple percentages, using brackets appropriately, converting between fractions and decimals, using operations with fractions, decimals and percentages, measuring using metric units, and interpreting timetables

Problem Solving includes formulating and solving authentic problems using fractions, decimals, percentages and measurements, interpreting secondary data displays, and finding the size of unknown angles

Reasoning includes explaining mental strategies for performing calculations, describing results for continuing number sequences, explaining the transformation of one shape into another, explaining why the actual results of chance experiments may differ from expected results

Number and Algebra

Number and place value	Elaborations
Identify and describe properties of prime, composite, square and triangular numbers (ACMNA122)	<ul style="list-style-type: none"> understanding that some numbers have special properties and that these properties can be used to solve problems representing composite numbers as a product of their prime factors and using this form to simplify calculations by cancelling common primes understanding that if a number is divisible by a composite number then it is also divisible by the prime factors of that number (for example 216 is divisible by 8 because the number represented by the last three digits is divisible by 8, and hence 216 is also divisible by 2 and 4)
Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)	<ul style="list-style-type: none"> applying strategies already developed for solving problems involving small numbers to those involving large numbers applying a range of strategies to solve realistic problems and commenting on the efficiency of different strategies

Investigate everyday situations that use integers. Locate and represent these numbers on a number line (ACMNA124)

- understanding that integers are ...-3, -2, -1, 0, 1, 2, 3,.....
- solving everyday additive problems using a number line
- investigating everyday situations that use integers, such as temperatures
- using number lines to position and order integers around zero

Fractions and decimals

Elaborations

Compare fractions with related denominators and locate and represent them on a number line (ACMNA125)

- demonstrating equivalence between fractions using drawings and models

Solve problems involving addition and subtraction of fractions with the same or related denominators (ACMNA126)

- understanding the processes for adding and subtracting fractions with related denominators and fractions as an operator, in preparation for calculating with all fractions
- solving realistic additive (addition and subtraction) problems involving fractions to develop understanding of equivalent fractions and the use of fractions as operators
- modelling and solving additive problems involving fractions by using methods such as jumps on a number line, or by making diagrams of fractions as parts of shapes

Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies (ACMNA127)

- recognising that finding one third of a quantity is the same as dividing by 3

Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)

- extending whole-number strategies to explore and develop meaningful written strategies for addition and subtraction of decimal numbers to thousandths
- exploring and practising efficient methods for solving problems requiring operations on decimals, to gain fluency with calculating with decimals and with recognising appropriate operations

Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129)

- interpreting the results of calculations to provide an answer appropriate to the context

Multiply and divide decimals by powers of 10 (ACMNA130)

- Multiplying and dividing decimals by multiples of powers of 10

Make connections between equivalent fractions, decimals and percentages (ACMNA131)

- connecting fractions, decimals and percentages as different representations of the same number, moving fluently between representations and choosing the appropriate one for the problem being solved

Money and financial mathematics

Elaborations

Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)

- using authentic information to calculate prices on sale goods

Patterns and algebra

Elaborations

Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence (ACMNA133)

- identifying and generalising number patterns
- investigating additive and multiplicative patterns such as the number of tiles in a geometric pattern, or the number of dots or other shapes in successive repeats of a strip or border pattern looking for patterns in the way the numbers increase/decrease

Explore the use of brackets and order of operations to write number sentences (ACMNA134)

- appreciating the need for rules to complete multiple operations within the same number sentence

Measurement and Geometry

Using units of measurement

Elaborations

Connect decimal representations to the metric system (ACMMG135)

- recognising the equivalence of measurements such as 1.25 metres and 125 centimetres

Convert between common metric units of length, mass and capacity (ACMMG136)

- identifying and using the correct operations when converting units including millimetres, centimetres, metres, kilometres, milligrams, grams, kilograms, tonnes, millilitres, litres, kilolitres and megalitres
- recognising the significance of the prefixes in units of measurement

Solve problems involving the comparison of lengths and areas using appropriate units (ACMMG137)

- recognising and investigating familiar objects using concrete materials and digital technologies

Connect volume and capacity and their units of measurement (ACMMG138)

- recognising that 1ml is equivalent to 1cm³

Interpret and use timetables (ACMMG139)

- planning a trip involving one or more modes of public transport
- developing a timetable of daily activities

Shape

Elaborations

Construct simple prisms and pyramids (ACMMG140)



- considering the history and significance of pyramids from a range of cultural perspectives including those structures found in China, Korea and Indonesia
- constructing prisms and pyramids from nets, and skeletal models

Location and transformation

Elaborations

Investigate combinations of translations, reflections and rotations, with and without the use of digital technologies (ACMMG142)

- designing a school or brand logo using transformation of one or more shapes
- understanding that translations, rotations and reflections can change the position and orientation but not shape or size

Introduce the Cartesian coordinate system using all four quadrants (ACMMG143)

- understanding that the Cartesian plane provides a graphical or visual way of describing location

Geometric reasoning

Elaborations

Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles (ACMMG141)



- identifying the size of a right angle as 90° and defining acute, obtuse, straight and reflex angles
- measuring, estimating and comparing angles in degrees and classifying angles according to their sizes
- investigating the use of rotation and symmetry in the diagrammatic representations of kinship relationships of Central and Western Desert people
- recognising and using the two alternate conventions for naming angles

Statistics and Probability

Chance

Elaborations

Describe probabilities using fractions, decimals and percentages (ACMSP144)



- investigating games of chance popular in different cultures and evaluating the relative benefits to the organisers and participants (for example Pachinko)

Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies (ACMSP145)

- conducting repeated trials of chance experiments, identifying the variation between trials and realising that the results tend to the prediction with larger numbers of trials

Compare observed frequencies across experiments with expected frequencies (ACMSP146)

- predicting likely outcomes from a run of chance events and distinguishing these from surprising results

Data representation and interpretation

Elaborations

Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

- comparing different student-generated diagrams, tables and graphs, describing their similarities and differences and commenting on the usefulness of each representation for interpreting the data
- understanding that data can be represented in different ways, sometimes with one symbol representing more than one piece of data, and that it is important to read all information about a representation before making judgments

Interpret secondary data presented in digital media and elsewhere (ACMSP148)

- investigating data representations in the media and discussing what they illustrate and the messages the people who created them might want to convey
- identifying potentially misleading data representations in the media, such as graphs with broken axes or non-linear scales, graphics not drawn to scale, data not related to the population about which the claims are made, and pie charts in which the whole pie does not represent the entire population about which the claims are made

Level 6 achievement standard

By the end of Level 6, students recognise the properties of prime, composite, square and triangular numbers. They describe the use of integers in everyday contexts. They solve problems involving all four operations with whole numbers. Students connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students make connections between the powers of 10 and the multiplication and division of decimals. They describe rules used in sequences involving whole numbers, fractions and decimals. Students connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation. They make connections between capacity and volume. They solve problems involving length and area. They interpret timetables. Students describe combinations of transformations. They solve problems using the properties of angles. Students compare observed and expected frequencies. They interpret and compare a variety of data displays including those displays for two categorical variables. They evaluate secondary data displayed in the media.

Students locate fractions and integers on a number line. They calculate a simple fraction of a quantity. They add, subtract and multiply decimals and divide decimals where the result is rational. Students calculate common percentage discounts on sale items. They write correct number sentences using brackets and order of operations. Students locate an ordered pair in any one of the four quadrants on the Cartesian plane. They construct simple prisms and pyramids. Students list and communicate probabilities using simple fractions, decimals and percentages.

Level 7

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms

Problem Solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments

Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays

Number and Algebra

Number and place value	Elaborations
Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)	<ul style="list-style-type: none"> defining and comparing prime and composite numbers and explaining the difference between them applying knowledge of factors to strategies for expressing whole numbers as products of powers of prime factors, such as repeated division by prime factors or creating factor trees solving problems involving lowest common multiples and greatest common divisors (highest common factors) for pairs of whole numbers by comparing their prime factorisation
Investigate and use square roots of perfect square numbers (ACMNA150)	<ul style="list-style-type: none"> investigating square numbers such as 25 and 36 and developing square-root notation investigating between which two whole numbers a square root lies
Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151)	<ul style="list-style-type: none"> understanding that arithmetic laws are powerful ways of describing and simplifying calculations
Compare, order, add and subtract integers (ACMNA280)	

Real numbers	Elaborations
Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152)	<ul style="list-style-type: none"> exploring equivalence among families of fractions by using a fraction wall or a number line (for example by using a fraction wall to show that $\frac{2}{3}$ is the same as $\frac{4}{6}$ and $\frac{6}{9}$)
Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153)	<ul style="list-style-type: none"> exploring and developing efficient strategies to solve additive problems involving fractions (for example by using fraction walls or rectangular arrays with dimensions equal to the denominators)
Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154)	<ul style="list-style-type: none"> investigating multiplication of fractions and decimals, using strategies including patterning and multiplication as repeated addition, with both concrete materials and digital technologies, and identifying the processes for division as the inverse of multiplication
Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155)	<ul style="list-style-type: none"> using authentic examples for the quantities to be expressed and understanding the reasons for the calculations
Round decimals to a specified number of decimal places (ACMNA156)	<ul style="list-style-type: none"> using rounding to estimate the results of calculations with whole numbers and decimals, and understanding the conventions for rounding
Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157)	<ul style="list-style-type: none"> justifying choices of written, mental or calculator strategies for solving specific problems including those involving large numbers understanding that quantities can be represented by different number types and calculated using various operations, and that choices need to be made about each calculating the percentage of the total local municipal area set aside for parkland, manufacturing, retail and residential dwellings to compare land use
Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158)	<ul style="list-style-type: none"> using authentic problems to express quantities as percentages of other amounts
Recognise and solve problems involving simple ratios (ACMNA173)	<ul style="list-style-type: none"> understanding that rate and ratio problems can be solved using fractions or percentages and choosing the most efficient form to solve a particular problem
Money and financial mathematics	Elaborations
Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	<ul style="list-style-type: none"> applying the unitary method to identify 'best buys' situations, such as comparing the cost per 100g
Patterns and algebra	Elaborations
Introduce the concept of variables as a way of representing numbers using letters (ACMNA175)	<ul style="list-style-type: none"> understanding that arithmetic laws are powerful ways of describing and simplifying calculations and that using these laws leads to the generality of algebra

Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176)

- using authentic formulas to perform substitutions

Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)

- identifying order of operations in contextualised problems, preserving the order by inserting brackets in numerical expressions, then recognising how order is preserved by convention
- moving fluently between algebraic and word representations as descriptions of the same situation

Linear and non-linear relationships

Elaborations

Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178)

- plotting points from a table of integer values and recognising simple patterns, such as points that lie on a straight line

Solve simple linear equations (ACMNA179)

- solving equations using concrete materials, such as the balance model, and explain the need to do the same thing to each side of the equation using substitution to check solutions
- investigating a range of strategies to solve equations

Investigate, interpret and analyse graphs from authentic data (ACMNA180)



- using travel graphs to investigate and compare the distance travelled to and from school
- interpreting features of travel graphs such as the slope of lines and the meaning of horizontal lines
- using graphs of evaporation rates to explore water storage

Measurement and Geometry

Using units of measurement

Elaborations

Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving (ACMMG159)

- building on the understanding of the area of rectangles to develop formulas for the area of triangles
- establishing that the area of a triangle is half the area of an appropriate rectangle
- using area formulas for rectangles and triangles to solve problems involving areas of surfaces

Calculate volumes of rectangular prisms (ACMMG160)

- investigating volumes of cubes and rectangular prisms and establishing and using the formula $V = l \times b \times h$
- understanding and using cubic units when interpreting and finding volumes of cubes and rectangular prisms

Shape

Elaborations

Draw different views of prisms and solids formed from combinations of prisms (ACMMG161)

- using aerial views of buildings and other 3-D structures to visualise the structure of the building or prism

Location and transformation

Elaborations

Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)

- describing patterns and investigating different ways to produce the same transformation such as using two successive reflections to provide the same result as a translation
- experimenting with, creating and re-creating patterns using combinations of reflections and rotations using digital technologies

Geometric reasoning

Elaborations

Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163)

- defining and classifying pairs of angles as complementary, supplementary, adjacent and vertically opposite

Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164)

- constructing parallel and perpendicular lines using their properties, a pair of compasses and a ruler, and dynamic geometry software
- defining and identifying the relationships between alternate, corresponding and co-interior angles for a pair of parallel lines cut by a transversal

Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166)

- using concrete materials and digital technologies to investigate the angle sum of a triangle and quadrilateral

Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)

- identifying side and angle properties of scalene, isosceles, right-angled and obtuse-angled triangles
- describing squares, rectangles, rhombuses, parallelograms, kites and trapeziums

Statistics and Probability

Chance

Elaborations

Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167)

- discussing the meaning of probability terminology (for example probability, sample space, favourable outcomes, trial, events and experiments)
- distinguishing between equally likely outcomes and outcomes that are not equally likely

Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)

- expressing probabilities as decimals, fractionals and percentages

Data representation and interpretation

Elaborations

Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)

- obtaining secondary data from newspapers, the Internet and the Australian Bureau of Statistics
- investigating secondary data relating to the distribution and use of non-renewable resources around the world



Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170)

- understanding that some data representations are more appropriate than others for particular data sets, and answering questions about those data sets
- using ordered stem-and-leaf plots to record and display numerical data collected in a class investigation, such as constructing a class plot of height in centimetres on a shared stem-and-leaf plot for which the stems 12, 13, 14, 15, 16 and 17 have been produced

Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171)



- understanding that summarising data by calculating measures of centre and spread can help make sense of the data

Describe and interpret data displays using median, mean and range (ACMSP172)

- using mean and median to compare data sets and explaining how outliers may affect the comparison
- locating mean, median and range on graphs and connecting them to real life

Level 7 achievement standard

By the end of Level 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Level 8

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations their graphs, explaining the purpose of statistical measures, and explaining measurements of perimeter and area

Fluency includes calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects

Problem Solving includes formulating, and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and using two-way tables and Venn diagrams to calculate probabilities

Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations

Number and Algebra

Number and place value	Elaborations
Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182)	<ul style="list-style-type: none"> evaluating numbers expressed as powers of positive integers
Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)	<ul style="list-style-type: none"> using patterns to assist in finding rules for the multiplication and division of integers using the number line to develop strategies for adding and subtracting rational numbers
Real numbers	Elaborations
Investigate terminating and recurring decimals (ACMNA184)	<ul style="list-style-type: none"> recognising terminating, recurring and non-terminating decimals and choosing their appropriate representations
Investigate the concept of irrational numbers, including π (ACMNA186)	<ul style="list-style-type: none"> understanding that the real number system includes irrational numbers

Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187)

- using percentages to solve problems, including those involving mark-ups, discounts, and GST
- using percentages to calculate population increases and decreases

Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)



- understanding that rate and ratio problems can be solved using fractions or percentages and choosing the most efficient form to solve a particular problem
- calculating population growth rates in Australia and Asia and explaining their difference

Money and financial mathematics

Elaborations

Solve problems involving profit and loss, with and without digital technologies (ACMNA189)

- expressing profit and loss as a percentage of cost or selling price, comparing the difference
- investigating the methods used in retail stores to express discounts

Patterns and algebra

Elaborations

Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190)

- applying the distributive law to the expansion of algebraic expressions using strategies such as the area model

Factorise algebraic expressions by identifying numerical factors (ACMNA191)

- recognising the relationship between factorising and expanding
- identifying the greatest common divisor (highest common factor) of numeric and algebraic expressions and using a range of strategies to factorise algebraic expressions

Simplify algebraic expressions involving the four operations (ACMNA192)

- understanding that the laws used with numbers can also be used with algebra

Linear and non-linear relationships

Elaborations

Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193)



- completing a table of values, plotting the resulting points and determining whether the relationship is linear
- finding the rule for a linear relationship

Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194)

- solving real life problems by using variables to represent unknowns

Measurement and Geometry

Using units of measurement

Elaborations

Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195)

- choosing units for area including mm^2 , cm^2 , m^2 , hectares, km^2 , and units for volume including mm^3 , cm^3 , m^3
- recognising that the conversion factors for area units are the squares of those for the corresponding linear units
- recognising that the conversion factors for volume units are the cubes of those for the corresponding linear units

Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196)

- establishing and using formulas for areas such as trapeziums, rhombuses and kites

Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197)

- investigating the circumference and area of circles with materials or by measuring, to establish an understanding of formulas
- investigating the area of circles using a square grid or by rearranging a circle divided into sectors

Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198)

- investigating the relationship between volumes of rectangular and triangular prisms

Solve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199)

- identifying regions in Australia and countries in Asia that are in the same time zone



Geometric reasoning

Elaborations

Define congruence of plane shapes using transformations (ACMMG200)

- understanding the properties that determine congruence of triangles and recognising which transformations create congruent figures
- establishing that two figures are congruent if one shape lies exactly on top of the other after one or more transformations (translation, reflection, rotation), and recognising that the matching sides and the matching angles are equal

Develop the conditions for congruence of triangles (ACMMG201)

- investigating the minimal conditions needed for the unique construction of triangles, leading to the establishment of the conditions for congruence (SSS, SAS, ASA and RHS)
- solving problems using the properties of congruent figures
- constructing triangles using the conditions for congruence

Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202)

- establishing the properties of squares, rectangles, parallelograms, rhombuses, trapeziums and kites
- identifying properties related to side lengths, parallel sides, angles, diagonals and symmetry

Statistics and Probability

Chance

Elaborations

Identify complementary events and use the sum of probabilities to solve problems (ACMSP204)	<ul style="list-style-type: none"> identifying the complement of familiar events understanding that probabilities range between 0 to 1 and that calculating the probability of an event allows the probability of its complement to be found
Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. (ACMSP205)	<ul style="list-style-type: none"> posing 'and', 'or' and 'not' probability questions about objects or people
Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)	<ul style="list-style-type: none"> using Venn diagrams and two-way tables to calculate probabilities for events, satisfying 'and', 'or' and 'not' conditions understanding that representing data in Venn diagrams or two-way tables facilitates the calculation of probabilities collecting data to answer the questions using Venn diagrams or two-way tables

Data representation and interpretation	Elaborations
Investigate techniques for collecting data, including census, sampling and observation (ACMSP284)	<ul style="list-style-type: none"> identifying situations where data can be collected by census and those where a sample is appropriate
Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206)	<ul style="list-style-type: none"> investigating the uses of random sampling to collect data
Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293)	<ul style="list-style-type: none"> using sample properties to predict characteristics of the population
Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207)	<ul style="list-style-type: none"> using displays of data to explore and investigate effects

Level 8 achievement standard

By the end of Level 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Level 9

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Number and Algebra

Real numbers	Elaborations
Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208)	<ul style="list-style-type: none"> identifying direct proportion in real-life contexts
Apply index laws to numerical expressions with integer indices (ACMNA209)	<ul style="list-style-type: none"> simplifying and evaluating numerical expressions, using involving both positive and negative integer indices
Express numbers in scientific notation (ACMNA210)	<ul style="list-style-type: none"> representing extremely large and small numbers in scientific notation, and numbers expressed in scientific notation as whole numbers or decimals

Money and financial mathematics	Elaborations
Solve problems involving simple interest (ACMNA211)	<ul style="list-style-type: none"> understanding that financial decisions can be assisted by mathematical calculations

Patterns and algebra	Elaborations
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Extend and apply the index laws to variables, using positive integer indices and the zero index (ACMNA212)

- understanding that index laws apply to variables as well as numbers

Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213)

- understanding that the distributive law can be applied to algebraic expressions as well as numbers
- understanding the relationship between expansion and factorisation and identifying algebraic factors in algebraic expressions

Linear and non-linear relationships

Elaborations

Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software (ACMNA214)

- investigating graphical and algebraic techniques for finding distance between two points
- using Pythagoras' theorem to calculate distance between two points

Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294)

- investigating graphical and algebraic techniques for finding midpoint and gradient
- recognising that the gradient of a line is the same as the gradient of any line segment on that line

Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215)

- determining linear rules from suitable diagrams, tables of values and graphs and describing them using both words and algebra

Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296)

- graphing parabolas, and circles connecting x-intercepts of a graph to a related equation

Measurement and Geometry

Using units of measurement

Elaborations

Calculate the areas of composite shapes (ACMMG216)

- understanding that partitioning composite shapes into rectangles and triangles is a strategy for solving problems involving area

Calculate the surface area and volume of cylinders and solve related problems (ACMMG217)

- analysing nets of cylinders to establish formulas for surface area
- connecting the volume and capacity of a cylinder to solve authentic problems

Solve problems involving the surface area and volume of right prisms (ACMMG218)

- solving practical problems involving surface area and volume of right prisms

Investigate very small and very large time scales and intervals (ACMMG219)

- investigating the usefulness of scientific notation in representing very large and very small numbers

Geometric reasoning

Elaborations

Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220)

- establishing the conditions for similarity of two triangles and comparing this to the conditions for congruence
- using the properties of similarity and ratio, and correct mathematical notation and language, to solve problems involving enlargement (for example, scale diagrams)
- using the enlargement transformation to establish similarity understanding that similarity and congruence help describe relationships between geometrical shapes and are important elements of reasoning and proof

Solve problems using ratio and scale factors in similar figures (ACMMG221)

- establishing the relationship between areas of similar figures and the ratio of corresponding sides (scale factor)

Pythagoras and trigonometry

Elaborations

Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222)

- understanding that Pythagoras' Theorem is a useful tool in determining unknown lengths in right-angled triangles and has widespread applications
- recognising that right-angled triangle calculations may generate results that can be integers, fractions or irrational numbers

Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223)

- developing understanding of the relationship between the corresponding sides of similar right-angled triangles

Apply trigonometry to solve right-angled triangle problems (ACMMG224)

- understanding the terms 'adjacent' and 'opposite' sides in a right-angled triangle
- selecting and accurately using the correct trigonometric ratio to find unknown sides (adjacent, opposite and hypotenuse) and angles in right-angled triangles

Statistics and Probability

Chance

Elaborations

List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events (ACMSP225)

- conducting two-step chance experiments
- using systematic methods to list outcomes of experiments and to list outcomes favourable to an event
- comparing experiments which differ only by being undertaken with replacement or without replacement

Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' (ACMSP226)

- using Venn diagrams or two-way tables to calculate relative frequencies of events involving 'and', 'or' questions
- using relative frequencies to find an estimate of probabilities of 'and', 'or' events

Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)



- investigating a range of data and its sources, for example the age of residents in Australia, Cambodia and Tonga; the number of subjects studied at school in a level by 14-level-old students in Australia, Japan and Timor-Leste

Data representation and interpretation

Elaborations

Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (ACMSP228)



- comparing the annual rainfall in various parts of Australia, Pakistan, New Guinea and Malaysia

Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (ACMSP282)

- using stem-and-leaf plots to compare two like sets of data such as the heights of girls and the heights of boys in a class
- describing the shape of the distribution of data using terms such as 'positive skew', 'negative skew' and 'symmetric' and 'bi-modal'

Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)

- comparing means, medians and ranges of two sets of numerical data which have been displayed using histograms, dot plots, or stem and leaf plots
-

Level 9 achievement standard

By the end of Level 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Level 10

The proficiency strands **Understanding, Fluency, Problem Solving and Reasoning** are an integral part of mathematics content across the three content strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this level:

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

Number and Algebra

Money and financial mathematics

Elaborations

Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229)

- working with authentic information, data and interest rates to calculate compound interest and solve related problems

Patterns and algebra

Elaborations

Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230)

- using the distributive law and the index laws to factorise algebraic expressions
- understanding the relationship between factorisation and expansion

Simplify algebraic products and quotients using index laws (ACMNA231)

- applying knowledge of index laws to algebraic terms, and simplifying algebraic expressions using both positive and negative integral indices

Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232)

- expressing the sum and difference of algebraic fractions with a common denominator
- using the index laws to simplify products and quotients of algebraic fractions

Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)

- exploring the method of completing the square to factorise quadratic expressions and solve quadratic equations
- identifying and using common factors, including binomial expressions, to factorise algebraic expressions using the technique of grouping in pairs
- using the identities for perfect squares and the difference of squares to factorise quadratic expressions

Substitute values into formulas to determine an unknown (ACMNA234)

- solving simple equations arising from formulas

Linear and non-linear relationships

Elaborations

Solve problems involving linear equations, including those derived from formulas (ACMNA235)

- representing word problems with simple linear equations and solving them to answer questions

Solve linear inequalities and graph their solutions on a number line (ACMNA236)

- representing word problems with simple linear inequalities and solving them to answer questions

Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)

- associating the solution of simultaneous equations with the coordinates of the intersection of their corresponding graphs

Solve problems involving parallel and perpendicular lines (ACMNA238)

- solving problems using the fact that parallel lines have the same gradient and conversely that if two lines have the same gradient then they are parallel
- solving problems using the fact that the product of the gradients of perpendicular lines is -1 and conversely that if the product of the gradients of two lines is -1 then they are perpendicular

Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)

- sketching graphs of parabolas, and circles
- applying translations, reflections and stretches to parabolas and circles
- sketching the graphs of exponential functions using transformations

Solve linear equations involving simple algebraic fractions (ACMNA240)

- solving a wide range of linear equations, including those involving one or two simple algebraic fractions, and checking solutions by substitution
- representing word problems, including those involving fractions, as equations and solving them to answer the question

Solve simple quadratic equations using a range of strategies (ACMNA241)

- using a variety of techniques to solve quadratic equations, including grouping, completing the square, the quadratic formula and choosing two integers with the required product and sum

Measurement and Geometry

Using units of measurement	Elaborations
Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242)	<ul style="list-style-type: none"> Investigating and determining the volumes and surface areas of composite solids by considering the individual solids from which they are constructed
Geometric reasoning	Elaborations
Formulate proofs involving congruent triangles and angle properties (ACMMG243)	<ul style="list-style-type: none"> applying an understanding of relationships to deduce properties of geometric figures (for example the base angles of an isosceles triangle are equal)
Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244)	<ul style="list-style-type: none"> distinguishing between a practical demonstration and a proof (for example demonstrating triangles are congruent by placing them on top of each other, as compared to using congruence tests to establish that triangles are congruent) performing a sequence of steps to determine an unknown angle giving a justification in moving from one step to the next. communicating a proof using a sequence of logically connected statements
Pythagoras and trigonometry	Elaborations
Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245)	<ul style="list-style-type: none"> applying Pythagoras's Theorem and trigonometry to problems in surveying and design
Statistics and Probability	
Chance	Elaborations
Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (ACMSP246)	<ul style="list-style-type: none"> recognising that an event can be dependent on another event and that this will affect the way its probability is calculated
Use the language of 'ifthen', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)	<ul style="list-style-type: none"> using two-way tables and Venn diagrams to understand conditional statements using arrays and tree diagrams to determine probabilities
Data representation and interpretation	Elaborations
Determine quartiles and interquartile range (ACMSP248)	<ul style="list-style-type: none"> finding the five-number summary (minimum and maximum values, median and upper and lower quartiles) and using its graphical representation, the box plot, as tools for both numerically and visually comparing the centre and spread of data sets

Construct and interpret box plots and use them to compare data sets (ACMSP249)



- understanding that box plots are an efficient and common way of representing and summarising data and can facilitate comparisons between data sets
- using parallel box plots to compare data about the age distribution of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole

Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250)

- Investigating data in different ways to make comparisons and draw conclusions

Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)

- using authentic data to construct scatter plots, make comparisons and draw conclusions

Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252)



- investigating biodiversity changes in Australia since European occupation
- constructing and interpreting data displays representing bivariate data over time

Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253)



- investigating the use of statistics in reports regarding the growth of Australia's trade with other countries of the Asia region
- evaluating statistical reports comparing the life expectancy of Aboriginal and Torres Strait Islander people with that of the Australian population as a whole

Level 10 achievement standard

By the end of Level 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Level 10A

Number and Algebra

Real numbers	Elaborations
Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264)	<ul style="list-style-type: none"> understanding that the real number system includes irrational numbers extending the index laws to rational number indices performing the four operations with surds
Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265)	<ul style="list-style-type: none"> investigating the relationship between exponential and logarithmic expressions simplifying expressions using the logarithm laws

Patterns and algebra	Elaborations
Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems (ACMNA266)	<ul style="list-style-type: none"> investigating the relationship between algebraic long division and the factor and remainder theorems

Linear and non-linear relationships	Elaborations
Solve simple exponential equations (ACMNA270)	<ul style="list-style-type: none"> investigating exponential equations derived from authentic mathematical models based on population growth
Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267)	<ul style="list-style-type: none"> applying transformations, including translations, reflections in the axes and stretches to help graph parabolas, rectangular hyperbolas, circles and exponential functions
Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA268)	<ul style="list-style-type: none"> investigating the features of graphs of polynomials including axes intercepts and the effect of repeated factors
Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)	<ul style="list-style-type: none"> writing quadratic equations that represent practical problems

Measurement and Geometry

Using units of measurement	Elaborations
Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)	<ul style="list-style-type: none"> using formulas to solve problems using authentic situations to apply knowledge and understanding of surface area and volume
Geometric reasoning	Elaborations

Prove and apply angle and chord properties of circles (ACMMG272)

- performing a sequence of steps to determine an unknown angle or length in a diagram involving a circle, or circles, giving a justification in moving from one step to the next
- communicating a proof using a logical sequence of statements
- proving results involving chords of circles

Pythagoras and trigonometry

Elaborations

Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273)

- applying knowledge of sine, cosine and area rules to authentic problems such as those involving surveying and design

Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274)

- establishing the symmetrical properties of trigonometric functions
- investigating angles of any magnitude
- understanding that trigonometric functions are periodic and that this can be used to describe motion

Solve simple trigonometric equations (ACMMG275)

- using periodicity and symmetry to solve equations

Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)

- investigating the applications of Pythagoras's theorem in authentic problems

Statistics and Probability

Chance

Elaborations

Investigate reports of studies in digital media and elsewhere for information on their planning and implementation (ACMSP277)

- evaluating the appropriateness of sampling methods in reports where statements about a population are based on a sample
- evaluating whether graphs in a report could mislead, and whether graphs and numerical information support the claims

Data representation and interpretation

Elaborations

Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMSP278)



- using the standard deviation to describe the spread of a set of data
- using the mean and standard deviation to compare numerical data sets

Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation (ACMSP279)

- investigating different techniques for finding a 'line of best fit'

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Introduction to Personal Learning

Learners are most successful when they are mindful of themselves as learners and thinkers within a learning community. The Personal Learning domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change.

Students can learn many things by will and effort, particularly if they see that the learning is relevant; however, the learning of students is enhanced when they are supported to develop intentional strategies that promote learning. They need to understand what it means to learn, who they are as learners and how emotions affect learning. They also need to develop skills in planning, monitoring and revising their work, and reflecting on and modifying their learning practices.

Consequently, as students progress through school they need to be encouraged and supported to take greater responsibility for their own learning, their participation in learning activities and the quality of their learning outcomes. They need to develop a sense of themselves as learners and develop the knowledge and skills to manage their own learning and emotions. As they do this, they move from being supported learners to autonomous learners.

Students learn to seek and use feedback from their teachers to develop their content knowledge and understanding. They also learn to seek and use feedback from their peers and draw on other members of the community who may provide feedback, knowledge and advice about skills that support their learning. They need to develop the capacity to reflect on their learning in systematic ways.

This domain supports the development of autonomous learners, with a positive sense of themselves as learners, by providing all learners with the knowledge, skills and behaviours to:

- develop an understanding of their strengths and potential
- seek and respond appropriately to feedback from their teachers, peers and other members of the community
- develop skills of goal setting and time and resource management
- increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals
- learn to understand and to manage their own emotions
- develop resilience and dispositions which support learning
- recognise and enact learning principles within and beyond the school
- prepare for lifelong learning.

The achievement of these outcomes requires the creation of a school and classroom culture, where all students are respected and valued as individuals with the capacity to learn and think, and where self-regulated effort in learning is promoted.

Structure of the Personal Learning Domain

The Personal Learning domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domain (for more details, please see [Overview](#)).

Each level includes a learning focus statement and, from (AusVELS) Level 3, a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Personal Learning, standards for assessing and reporting on student achievement apply from Level 3.

Dimensions

Standards in the Personal Learning domain are organised in two dimensions:

- **The individual learner**
- **Managing personal learning.**

The individual learner

The **individual learner** dimension focuses on students developing knowledge about their personal characteristics and capabilities, and those they need to develop to support their approaches to and reflections about learning. Students explore and practise skills and behaviours which support learning. They develop the capacity to monitor their own learning, identifying learning strengths and areas requiring improvement. They seek and use teacher feedback to develop their content knowledge and understanding. They explore the ways in which personal values affect learning and recognise the need to develop ethical frameworks for operating fairly within the classroom and recognising and respecting individual differences of class members. Students recognise their learning preferences and needs and respect that these may differ from those of others. They develop confidence in making informed decisions about their learning.

Managing personal learning

The **Managing personal learning** dimension focuses on the knowledge, skills and behaviours required to enable successful management of personal learning. Students develop skills in goal setting and time and resource management and focus on task achievement. They increasingly develop the skills to work independently, becoming autonomous learners. Students develop strategies to manage their emotions and develop positive attitudes towards learning.

Stages of Learning in Personal Learning

AusVELS take account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Personal Learning domain.

Personal Learning incorporates skills and behaviours that allow students to take control of their own learning at school. As students progress through school they develop as individual learners – understanding who they are as learners, seeking and responding appropriately to feedback from peers and teachers, setting goals and managing resources, and enacting learning values in and beyond school.

Foundation to Level 4 – Laying the foundations

At this stage of learning students are given opportunities to explore and practise skills and behaviours that support learning:

- learning to cope with an educational environment; becoming resilient in the face of day-to-day challenges

Personal Learning

- developing self-efficacy skills that give them the attitude and confidence to persist in the learning process
- developing the motivation and attitudes to continue seeking support.

Teachers need to structure tasks into manageable parts, ensure instructions are clearly understood and provide appropriate resources. Teachers can identify talent and develop a sense of competence in all learners by providing opportunities for students to use their strengths and experience, and showing that differences between individuals are valued.

Students begin to identify and discuss patterns, for example, sequences, rules and exceptions to rules, cause and effect. They start to discriminate between the qualities of information. Teachers need to provide assistance with learning, for example, by directing students' attention, structuring their experiences, supporting their efforts, and regulating the complexity and difficulty of levels of information. Students need time to learn complex subject matter, and to know how and when to apply knowledge. They need opportunities to elaborate and organise information, and to transform it into meaningful knowledge that can be used for different purposes and contexts.

Students take advantage of their strengths and abilities to develop an aspect of a lesson, or actively participate in group work, such as student-led projects, that provide opportunities to experiment and discuss solutions.

Students develop skills and behaviours for learning effectively with peers, including interpersonal and reflective skills that encourage them to collaborate with their peers in the learning process. They learn to direct appropriate questions to their peers, listen, observe and practise with peers, and give and receive feedback. Through participation in groups, students recognise the benefits of collaborative learning.

Students begin to monitor their own learning and become aware that learning is a continuous process and that, for learning to have depth, the processes are appropriate to the task. Some tasks will require expedience, while other require a variety of strategies and questions. In the latter case, teachers should encourage students to experiment and explore, rather than race to complete.

Students become aware of how they feel about learning; they learn how to express and explain their feelings about learning, manage their feelings in pursuit of goals, and develop attitudes and skills that encourage them to enjoy learning. Learning should be approached as a partnership between home, teacher and student, providing consistent messages about the value of learning, and modelling positive strategies for learning.

Students begin to develop an awareness of their learning strengths and weaknesses, the styles and strategies that they find most helpful, and those that require improvement. They plan and complete manageable tasks. They explore how different styles may be applied in different learning situations, determine when these are appropriate, and apply them.

Students develop habits that ensure they will ask questions, reflect, organise, and set goals. Being reflective improves the quality of learning, since learning with understanding is more likely to promote transfer than memory.

Levels 5 to 8 – Building breadth and depth

While motivation remains essentially intrinsic at the beginning of this stage of learning, developing the habits of positive self-talk and seeking support will help students to persist with challenging tasks. At the onset of adolescence, emotions become increasingly difficult to manage; learning to recognise and manage emotions helps students maintain resilient attitudes to learning. As motivation becomes more extrinsic, students begin to consider their learning. They begin to ask questions about why tasks are relevant to their future life goals.

The development of the prefrontal cortex – critical for the development of planning, memory, organisation, anticipation of consequences, and the controlling of impulse and mood modulation – is most active during this stage of development. Organisation is a key skill in this stage of learning. As students specialise, they need an in-depth grasp of the organising structures or thinking patterns of a discipline, as well as factual knowledge. They need strategies that help them to understand a problem or task; for example, by making connections between it and previous tasks or problems they have solved successfully. Knowledge delivered in a variety of contexts is more likely to be applied more broadly. Students develop a more thoughtful, flexible approach to knowledge by extracting themes or concepts – not only facts – from it.

Students recognise differences among peers and make judgments about diverse learning styles. They develop an attitude of questioning, and are able to provide and receive peer insights and assistance. They compare their personal styles with those of others. In a collaborative learning environment, comparisons will be a catalyst for improvement and change, while in a competitive learning environment, comparisons will stultify some students.

Students enter a period of uncertainty and experimentation with identity, and need opportunities and support to explore different views and emerging ideas, and be supportive of their peers. They recognise peer emotions, and develop skills for managing groups in the pursuit of meaningful learning.

During this stage of learning, the brain is destroying its weakest connections and preserving those that experience determines to be the most useful – students are hard-wiring their preferred learning styles and will begin to express preferences for particular learning styles and contexts.

Levels 9 to 10 – Developing pathways

Students remain capable of rapid improvements in learning styles and competencies. Myelination – very important for development at this stage – continues in the brain. Myelin is the fatty material around the axons, or connectors, of the brain cells which turns impulses into thoughts. It enables students to comprehend with greater speed, make comparisons and connections more quickly and efficiently, and become more proficient in fine motor skills such as those required for drawing and playing musical instruments.

Students increasingly focus on peers, giving and receiving support. They form partnerships and collaborate with groups in order to focus on, comprehend and complete tasks. As they begin to make choices about work and future schooling, they are faced with new responsibilities and challenges that cause stress. They require increasingly sophisticated coping skills in order to remain resilient learners in pursuit of goals.

Students take more responsibility for their learning and their learning environment. They create a learning space at home, and develop independent strategies and habits, including study plans and routines. Students use conceptual frameworks for learning. They apply logic, ethics and creativity. Conceptualisation is more likely to occur early in the learning process. These concepts may then be applied and tested, evaluated, and discarded or applied more broadly.

Students become aware of, and capable of reflecting on, the differences between mathematic, scientific, literary, historical and artistic learning methods. They become flexible learners, applying a number of approaches to understanding information.

By the end of this stage, students will have generic skills such as collecting relevant information, researching, questioning, using creativity and analysis, rehearsing, elaborating, organising, judging and applying. They will have developed the capacity to plan and apply these generic skills to enhance learning across a variety of domains. Teachers can enhance learning by providing opportunities for student participation in projects that occur over extended periods and are learner directed. Students will be able to construct a planned learning framework that allows a task to be successfully completed.

Foundation level

Learning Focus

As students work towards the achievement of Level 4 standards in Personal Learning, they experience diverse approaches and responses to learning. With teacher support, they make links with their existing experiences and develop the view that learning is exploratory, fun and rewarding.

Students begin to reflect on themselves as learners, in particular on their feelings about learning, by responding to open-ended statements such as 'I'm proud of this because ...', and using visual aids that illustrate their responses to learning, such as happy and unhappy faces. They also reflect on their own learning by responding to prompts such as, 'What do you know now that you didn't know before?'

Students are provided with opportunities to learn with peers and to share their feelings and thoughts about learning with others. They begin to understand that listening to the responses of others can assist them to make sense of new experiences and provide useful cues for their own learning. Students are encouraged to take risks with their learning and begin to understand that mistakes can be a vehicle for further learning.

Students begin to take initiative as learners by asking questions when needed and attempting small projects. They begin to solve problems and complete work using their initiative as a first step and asking for teacher assistance as required. With support, students learn to manage their time and resources to complete short tasks.

Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 1

Learning Focus

As students work towards the achievement of Level 4 standards in Personal Learning, they participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning. With teacher support, they reflect on those approaches which they believe help them learn most effectively. Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.

Students develop strategies to use when they are feeling uncertain about their learning, such as seeking assistance from their teachers. They begin to recognise that learning from mistakes is an important attribute of being a good learner.

With teacher support, students develop simple protocols to assist them to learn effectively such as listening attentively. They begin to recognise their contribution to the achievement of a positive learning environment in the classroom.

Students begin to take responsibility for managing their time and resources within the context of structured tasks that have clear outcomes and a set timeframe. They begin to set short-term goals related to specific tasks, such as setting a time limit for a particular activity, and to reflect on their achievements.

Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 2

Learning Focus

As students work towards the achievement of Level 4 standards in Personal Learning, they participate in a wide range of learning experiences which involve a variety of learning styles and approaches to learning. With teacher support, they reflect on those approaches which they believe help them learn most effectively. Students begin to record their feelings and understanding about their learning, responding to prompts which help them acknowledge their successes, noting where improvements could be made and reflecting on the effort they put into particular tasks.

Students develop strategies to use when they are feeling uncertain about their learning, such as seeking assistance from their teachers. They begin to recognise that learning from mistakes is an important attribute of being a good learner.

With teacher support, students develop simple protocols to assist them to learn effectively such as listening attentively. They begin to recognise their contribution to the achievement of a positive learning environment in the classroom.

Students begin to take responsibility for managing their time and resources within the context of structured tasks that have clear outcomes and a set timeframe. They begin to set short-term goals related to specific tasks, such as setting a time limit for a particular activity, and to reflect on their achievements.

Standards

In Personal Learning, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Foundation to Level 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals.

Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers.

Students learn to recognise the various positive and negative emotions that may be associated with their learning, and that feelings of uncertainty do not equate with an inability to complete a task. They explore the implications of impulsive behaviour and identify strategies they can use to manage impulsiveness, such as taking time to think about their opinions before giving them and considering alternative viewpoints before making a value judgment about an idea. They develop an awareness of their emotions and the capacity to use positive self-talk; for example, by compiling a list of strategies they can implement when they are feeling uncertain. Through reflection on their achievements across a range of tasks, they begin to understand the roles of persistence and effort in completing tasks. Students reflect on their own behaviour in the classroom and the personal values that inform those behaviours. They develop and respect protocols, such as codes of cooperation, that promote learning with peers. They begin to compare their own values with those agreed to by the class.

Students reflect on their contribution to the creation of a positive learning culture in the classroom and recognise that they may learn with and from peers.

With support, students develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks. They begin to use various tools, such as personal diaries and portfolios, to help them reflect on the effectiveness of the strategies they use in learning and in recording and commenting on task outcomes. They learn to set simple goals for future learning such as 'to practise a specific skill'. They begin to review their work to check for accuracy.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Personal Learning, they begin to build on personal strengths by recognising strategies for learning which help them learn most effectively. With support, they use their past learning to inform their future learning, and begin to set learning improvement goals.

Students participate in a diverse range of learning activities that allow them to acknowledge their development as learners. They monitor their learning through strategies such as share time and seeking feedback from the teacher and, where appropriate, their peers.

Students learn to recognise the various positive and negative emotions that may be associated with their learning, and that feelings of uncertainty do not equate with an inability to complete a task. They explore the implications of impulsive behaviour and identify strategies they can use to manage impulsiveness, such as taking time to think about their opinions before giving them and considering alternative viewpoints before making a value judgment about an idea. They develop an awareness of their emotions and the capacity to use positive self-talk; for example, by compiling a list of strategies they can implement when they are feeling uncertain. Through reflection on their achievements across a range of tasks, they begin to understand the roles of persistence and effort in completing tasks. Students reflect on their own behaviour in the classroom and the personal values that inform those behaviours. They develop and respect protocols, such as codes of cooperation, that promote learning with peers. They begin to compare their own values with those agreed to by the class.

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With support, students develop strategies for managing their own learning, and identify the need for resource and time management in completing short tasks. They begin to use various tools, such as personal diaries and portfolios, to help them reflect on the effectiveness of the strategies they use in learning and in recording and commenting on task outcomes. They learn to set simple goals for future learning such as 'to practise a specific skill'. They begin to review their work to check for accuracy.

Standards

The individual learner

At Level 4, students describe the factors that affect learning and identify strategies that will enhance their own learning. With support, they identify their learning strengths and weaknesses and learning habits that improve learning outcomes. They seek teacher feedback to develop their content knowledge and understanding. They make and justify some decisions about their learning and, with support, set learning improvement goals. They contribute to the development of protocols that create a positive learning environment in the classroom.

Managing personal learning

Personal Learning

At Level 4, students set short-term, achievable goals in relation to specific tasks. They complete short tasks by planning and allocating appropriate time and resources. They undertake some multi-step, extended tasks independently. They comment on task progress and achievements. They manage their feelings in pursuit of goals and demonstrate a positive attitude towards their learning.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Personal Learning, they explore individual strategies and skills that assist in their learning, such as the use of T charts to develop effective listening skills and concept webs to link ideas. With support, they consider a range of approaches to learning and reflect on how the approaches they use influence the quality of their learning. They explore learning styles which may not be their preferred style and consider why such experimentation is an important aspect of their learning.

Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed. They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding.

They identify the many contexts in which learning occurs both within school (such as learning activities in the classroom, and developing physical skills in the playground or through extracurricular sporting activities) and beyond school (such as reading a book at home, visiting an aquarium or exploring physical features of local environments).

In selected reflective activities, students explore the impact of various emotions on their learning and they learn to maintain a positive attitude. They consider the impact of impulsive behaviour in themselves and others on their learning and implement strategies for managing their own impulsive behaviour; for example, ensuring they understand directions fully, and developing a plan or strategy for addressing issues that arise. They discuss the value of persistence and effort, and reflect on how these qualities affect their learning. As a class or in groups, students recognise their responsibilities for managing their learning, such as staying focused and on task.

Through participation in a variety of group and whole-class activities, students begin to articulate the advantages of learning effectively with, and from, their peers. They seek feedback from peers and consider the validity of the feedback they receive. They identify the values that underpin the creation of a classroom environment that will support the learning of all students such as respect, equity and inclusion.

Students develop, justify and monitor their own learning goals. They learn to apply strategies for managing the completion of both short and extended tasks within timeframes set by the teacher and they reflect on how effectively they were able to use these strategies. They are provided with opportunities to manage and monitor progress of some tasks independently, and they compare how they undertake independent tasks and teacher-directed tasks. They review their work for accuracy before presenting it for assessment.

As students prepare for the transition to secondary school, they reflect on the progress they have made with their learning and set goals for the future focusing on their attitudes towards and management of their learning.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Personal Learning, they explore individual strategies and skills that assist in their learning, such as the use of T charts to develop effective listening skills and concept webs to link ideas. With support, they consider a range of approaches to learning and reflect on how the approaches they use influence the quality of their learning. They explore learning styles which may not be their preferred style and consider why such experimentation is an important aspect of their learning.

Students seek and use teacher feedback to develop their content knowledge and understanding and reflect on how their prior knowledge has changed. They explore how personal values, perspectives and attitudes contribute to the development of content knowledge and understanding.

They identify the many contexts in which learning occurs both within school (such as learning activities in the classroom, and developing physical skills in the playground or through extracurricular sporting activities) and beyond school (such as reading a book at home, visiting an aquarium or exploring physical features of local environments).

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Through participation in a variety of group and whole-class activities, students begin to articulate the advantages of learning effectively with, and from, their peers. They seek feedback from peers and consider the validity of the feedback they receive. They identify the values that underpin the creation of a classroom environment that will support the learning of all students such as respect, equity and inclusion.

Students develop, justify and monitor their own learning goals. They learn to apply strategies for managing the completion of both short and extended tasks within timeframes set by the teacher and they reflect on how effectively they were able to use these strategies. They are provided with opportunities to manage and monitor progress of some tasks independently, and they compare how they undertake independent tasks and teacher-directed tasks. They review their work for accuracy before presenting it for assessment.

As students prepare for the transition to secondary school, they reflect on the progress they have made with their learning and set goals for the future focusing on their attitudes towards and management of their learning.

Standards

The individual learner

At Level 6, students identify, with support, their preferred learning styles and use strategies that promote learning. They monitor and describe progress in their learning and demonstrate learning habits that address their individual needs. They seek and respond to teacher feedback to develop their content knowledge and understanding. They identify and explain how different perspectives and attitudes can affect learning. They negotiate learning improvement goals and justify the choices they make about their own learning. Students actively develop, monitor and refine protocols that create a positive learning environment in the classroom.

Managing personal learning

At Level 6, students develop and implement plans to complete short-term and long-term tasks within timeframes set by the teacher, utilising appropriate resources. They undertake some set tasks independently, identifying stages for completion. They describe task progress and achievements, suggesting how outcomes may have been improved. They persist when experiencing difficulty with learning tasks. They seek and use learning support when needed from peers, teachers and other adults. They practise positive self talk. They demonstrate a positive attitude to learning within and outside the classroom.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Personal Learning, they explore a range of preferred and non-preferred learning strategies and reflect on how various strategies contribute to their learning, recognising that particular learning tasks may require different strategies. They take greater responsibility for their own learning, making choices and decisions about their learning and considering their strengths and weaknesses.

With support, students identify difficulties in their understanding of new material and develop a range of strategies to aid comprehension and understanding. They use feedback from teachers and other adults beyond the school context to expand their content knowledge, making use of learning opportunities within the school such as specialist music or technology facilities and guest speakers, and outside the school such as experiential workshops and specialist laboratories. Students monitor their learning and study habits and use this information to work with the teacher to set learning goals. They identify the attributes of effective learners, such as risk-taking, persistence and flexibility, and use these criteria to evaluate their growth as learners.

Students understand, appreciate and monitor the impact of differing emotions on their learning. They manage impulsive behaviour by considering alternative courses of action in response to an idea or problem and possible consequences. They develop their understanding of the value of persistence, by exploring the relationship between effort and performance, using both their own experiences and those of others including their peers and people who have made significant contributions to society. They identify and employ strategies for maintaining a positive attitude.

Students reflect on the ethical aspects of dealing with others such as being honest and encouraging freedom of choice, and the advantages of acting responsibly in social and learning situations. They develop their skills in learning with and from their peers. They begin to take responsibility for the development and maintenance of a positive learning environment within and outside the classroom, recognising that individuals have different needs, opinions and goals and that compromises must be reached in determining acceptable group behaviours.

Students practise setting short-term and long-term goals, prioritising their available time and developing strategies for monitoring their progress towards goal achievement. They undertake a range of tasks and monitor, evaluate and refine their management strategies. They reflect on their study and revision strategies and develop and use criteria to evaluate their work.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Personal Learning, they explore a range of preferred and non-preferred learning strategies and reflect on how various strategies contribute to their learning, recognising that particular learning tasks may require different strategies. They take greater responsibility for their own learning, making choices and decisions about their learning and considering their strengths and weaknesses.

With support, students identify difficulties in their understanding of new material and develop a range of strategies to aid comprehension and understanding. They use feedback from teachers and other adults beyond the school context to expand their content knowledge, making use of learning opportunities within the school such as specialist music or technology facilities and guest speakers, and outside the school such as experiential workshops and specialist laboratories. Students monitor their learning and study habits and use this information to work with the teacher to set learning goals. They identify the attributes of effective learners, such as risk-taking, persistence and flexibility, and use these criteria to evaluate their growth as learners.

Students understand, appreciate and monitor the impact of differing emotions on their learning. They manage impulsive behaviour by considering alternative courses of action in response to an idea or problem and possible consequences. They develop their understanding of the value of persistence, by exploring the relationship between effort and performance, using both their own experiences and those of others including their peers and people who have made significant contributions to society. They identify and employ strategies for maintaining a positive attitude.

Students reflect on the ethical aspects of dealing with others such as being honest and encouraging freedom of choice, and the advantages of acting responsibly in social and learning situations. They develop their skills in learning with and from their peers. They begin to take responsibility for the development and maintenance of a positive learning environment within and outside the classroom, recognising that individuals have different needs, opinions and goals and that compromises must be reached in determining acceptable group behaviours.

Students practise setting short-term and long-term goals, prioritising their available time and developing strategies for monitoring their progress towards goal achievement. They undertake a range of tasks and monitor, evaluate and refine their management strategies. They reflect on their study and revision strategies and develop and use criteria to evaluate their work.

Standards

The individual learner

At Level 8, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They identify a variety of learning habits and adopt those which assist their learning. They identify, select and use an expanded repertoire of learning strategies appropriate to particular tasks. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.

Students demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others. With support, students determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary. They consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.

Managing personal learning

At Level 8, students set realistic short-term and long-term learning goals within a variety of tasks and describe their progress towards achieving these. They complete competing short, extended and group tasks within set timeframes, prioritising their available time, utilising appropriate resources and demonstrating motivation. They initiate and undertake some tasks independently, within negotiated timeframes. They review the effectiveness of the management of tasks, identifying successes and suggesting strategies that would improve outcomes. They develop and use criteria to evaluate their work, and use these criteria to make appropriate refinements. They demonstrate a positive and structured approach to learning, identifying and using effective strategies that assist with study, both at school and at home.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Personal Learning, they demonstrate increasing independence in the completion of tasks as they work towards becoming autonomous learners. They participate in reflective activities that enable them to consider the progress they are making with their learning and to acknowledge their potential for learning beyond the post-compulsory school years.

Students are encouraged to use appropriate strategies to maximise their learning in a range of contexts and to review and refine their study habits. They complete projects that require them to work both independently and as part of a team, and are actively encouraged by their teachers to initiate learner-directed projects.

Using an ethical framework, students address ambiguous and hypothetical situations and gain insights and skills for exploring conflicts and dilemmas. They control their emotions, understanding the negative impact of mood swings and impulsive behaviour on learning and behaviour. They participate in activities that require them to make informed and responsible choices, considering the impact on themselves and others; they may, for example, explore choices for their future pathways. They are proactive in contributing to the creation of positive learning environments, with the expectation that learning continues beyond the post-compulsory school years.

Students initiate and negotiate long-term goals, recognising the constraints of competing needs and priorities, and acknowledging the need for responsible risk-taking in some situations. They work with their teacher or a mentor to develop measures for evaluating achievement of goals. They select from the range of planning and organisational skills and processes they have developed, and use those which best meet the needs of particular tasks. They develop their time-management, resource management and task-completion strategies, by undertaking learner-directed projects which are related to their areas of interest and future pathways. They use, evaluate and modify the criteria they use to check that their work is relevant, accurate and meets task objectives. Students review and amend, as appropriate, their study and revision strategies.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Personal Learning, they demonstrate increasing independence in the completion of tasks as they work towards becoming autonomous learners. They participate in reflective activities that enable them to consider the progress they are making with their learning and to acknowledge their potential for learning beyond the post-compulsory school years.

Students are encouraged to use appropriate strategies to maximise their learning in a range of contexts and to review and refine their study habits. They complete projects that require them to work both independently and as part of a team, and are actively encouraged by their teachers to initiate learner-directed projects.

Using an ethical framework, students address ambiguous and hypothetical situations and gain insights and skills for exploring conflicts and dilemmas. They control their emotions, understanding the negative impact of mood swings and impulsive behaviour on learning and behaviour. They participate in activities that require them to make informed and responsible choices, considering the impact on themselves and others; they may, for example, explore choices for their future pathways. They are proactive in contributing to the creation of positive learning environments, with the expectation that learning continues beyond the post-compulsory school years.

Students initiate and negotiate long-term goals, recognising the constraints of competing needs and priorities, and acknowledging the need for responsible risk-taking in some situations. They work with their teacher or a mentor to develop measures for evaluating achievement of goals. They select from the range of planning and organisational skills and processes they have developed, and use those which best meet the needs of particular tasks. They develop their time-management, resource management and task-completion strategies, by undertaking learner-directed projects which are related to their areas of interest and future pathways. They use, evaluate and modify the criteria they use to check that their work is relevant, accurate and meets task objectives. Students review and amend, as appropriate, their study and revision strategies.

Standards

The individual learner

At Level 10, students work independently to implement a range of strategies, as appropriate, to maximise their learning. They monitor and reflect on and discuss their progress as autonomous learners, identifying areas for improvement in their learning and implementing actions to address them. Students seek and respond to feedback from peers, teachers and other adults to develop and refine their content knowledge and understanding, identifying areas for further investigation. They evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications. They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to the post-compulsory pathways.

Students identify the ethical frameworks that underpin their own and others' beliefs and values and describe how the conflicts and dilemmas they identify may affect learning. They determine, monitor and modify learning improvement goals, taking into account current and future learning needs. They determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.

Managing personal learning

Personal Learning

At Level 10, students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them. Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes. They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders. They monitor and evaluate the effectiveness of their task and resource management skills, reflecting on their progress and suggesting and implementing appropriate management strategies for improvement. They take responsibility for their learning environments, both at school and at home, anticipating the consequences of their actions. They demonstrate control of impulses and mood modulation. Students review and modify the criteria they use to check that their work is relevant, accurate and meets task objectives and make appropriate changes to completed tasks using these criteria. They identify and refine the strategies they use to study, organise and revise their work, both at school and at home.

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Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

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

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

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Aims

The Australian Curriculum: Science aims to ensure that students develop:

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

Content structure

The Australian Curriculum: Science has three interrelated strands: **Science Understanding**, **Science as a Human Endeavour** and **Science Inquiry Skills**.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science Understanding

Science understanding is evident when a person selects and integrates appropriate science knowledge to explain and predict phenomena, and applies that knowledge to new situations. Science knowledge refers to facts, concepts, principles, laws, theories and models that have been established by scientists over time.

The **Science Understanding** strand comprises four sub-strands. The content is described by level.

Biological sciences

The biological sciences sub-strand is concerned with understanding living things. The key concepts developed within this sub-strand are that: a diverse range of living things have evolved on Earth over hundreds of millions of levels; living things are interdependent and interact with each other and their environment; and the form and features of living things are related to the functions that their body systems perform. Through this sub-strand, students investigate living things, including animals, plants, and micro-organisms, and their interdependence and interactions within ecosystems. They explore their life cycles, body systems, structural adaptations and behaviours, how these features aid survival, and how their characteristics are inherited from one generation to the next. Students are introduced to the cell as the basic unit of life and the processes that are central to its function.

Chemical sciences

The chemical sciences sub-strand is concerned with understanding the composition and behaviour of substances. The key concepts developed within this sub-strand are that: the chemical and physical properties of substances are determined by their structure at an atomic scale; and that substances change and new substances are produced by rearranging atoms through atomic interactions and energy transfer. In this sub-strand, students classify substances based on their properties, such as solids, liquids and gases, or their composition, such as elements, compounds and mixtures. They explore physical changes such as changes of state and dissolving, and investigate how chemical reactions result in the production of new substances. Students recognise that all substances consist of atoms which can combine to form molecules, and chemical reactions involve atoms being rearranged and recombined to form new substances. They explore the relationship between the way in which atoms are arranged and the properties of substances, and the effect of energy transfers on these arrangements.

Earth and space sciences

The Earth and space sciences sub-strand is concerned with Earth's dynamic structure and its place in the cosmos. The key concepts developed within this sub-strand are that: Earth is part of a solar system that is part of a larger universe; and Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources. Through this sub-strand, students view Earth as part of a solar system, which is part of a galaxy, which is one of many in the universe and explore the immense scales associated with space. They explore how changes on Earth, such as day and night and the seasons relate to Earth's rotation and its orbit around the sun. Students investigate the processes that result in change to Earth's surface, recognising that Earth has evolved over 4.5 billion levels and that the effect of some of these processes is only evident when viewed over extremely long timescales. They explore the ways in which humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

Physical sciences

The physical sciences sub-strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this sub-strand are that: forces affect the behaviour of objects; and that energy can be transferred and transformed from one form to another. Through this sub-strand students gain an understanding of how an object's motion (direction, speed and acceleration) is influenced by a range of contact and non-contact forces such as friction, magnetism, gravity and electrostatic forces. They develop an understanding of the concept of energy and how energy transfer is associated with phenomena involving motion, heat, sound, light and electricity. They appreciate that concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

Science as a Human Endeavour

Through science, humans seek to improve their understanding and explanations of the natural world. Science involves the construction of explanations based on evidence and science knowledge can be changed as new evidence becomes available. Science influences society by posing, and responding to, social and ethical questions, and scientific research is itself influenced by the needs and priorities of society. This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

The content in the **Science as a Human Endeavour** strand is described in two-level bands. There are two sub-strands of **Science as a Human Endeavour**. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

Science investigations are activities in which ideas, predictions or hypotheses are tested and conclusions are drawn in response to a question or problem. Investigations can involve a range of activities, including experimental testing, field work, locating and using information sources, conducting surveys, and using modelling and simulations. The choice of the approach taken will depend on the context and subject of the investigation.

In science investigations, collection and analysis of data and evidence play a major role. This can involve collecting or extracting information and reorganising data in the form of tables, graphs, flow charts, diagrams, prose, keys, spreadsheets and databases.

The content in the **Science Inquiry Skills** strand is described in two-level bands. There are five sub-strands of **Science Inquiry Skills**. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

Relationship between the strands

In the practice of science, the three strands of **Science Understanding**, **Science as a Human Endeavour** and **Science Inquiry Skills** are closely integrated; the work of scientists reflects the nature and development of science, is built around scientific inquiry and seeks to respond to and influence society's needs. Students' experiences of school science should mirror and connect to this multifaceted view of science.

To achieve this, the three strands of the Australian Curriculum: Science should be taught in an integrated way. The content descriptions of the three strands have been written so that at each level this integration is possible. In the earlier levels, the 'Nature and development of science' sub-strand within the **Science as a Human Endeavour** strand focuses on scientific inquiry. This enables students to make clear connections between the inquiry skills that they are learning and the work of scientists. As students progress through the curriculum they investigate how science understanding has developed, including considering some of the people and the stories behind these advances in science.

They will also recognise how this science understanding can be applied to their lives and the lives of others. As students develop a more sophisticated understanding of the knowledge and skills of science they are increasingly able to appreciate the role of science in society. The content of the **Science Understanding** strand will inform students' understanding of contemporary issues, such as climate change, use of resources, medical interventions, biodiversity and the origins of the universe. The importance of these areas of science can be emphasised through the content of the **Science as a Human Endeavour** strand, and students can be encouraged to view contemporary science critically through aspects of the **Science Inquiry Skills** strand, for example by analysing, evaluating and communicating.

Level descriptions

Level descriptions have three functions. Firstly, they emphasise the interrelated nature of the three strands, and the expectation that planning a science program will involve integration of content from across the strands. Secondly, they re-emphasise the overarching ideas as appropriate for that stage of schooling. Thirdly, they provide an overview of the content for the level.

Content descriptions

The Australian Curriculum: Science includes content descriptions at each level. These describe the knowledge, concepts, skills and processes that teachers are expected to teach and students are expected to learn. However, they do not prescribe approaches to teaching. While **Science Understanding** content is presented in levels, when units of work are devised, attention should be given to the coverage of content from **Science Inquiry Skills** and **Science as a Human Endeavour** over the two-level band. The content descriptions ensure that learning is appropriately ordered and that unnecessary repetition is avoided. However, a concept or skill introduced at one level may be revisited, strengthened and extended at later levels as needed.

Content elaborations

Content elaborations are provided for Foundation to Level 10 to illustrate and exemplify content and assist teachers to develop a common understanding of the content descriptions. They are not intended to be comprehensive content points that all students need to be taught.

Glossary

A [glossary](#) is provided to support a common understanding of key terms in the content descriptions.

The Overarching Ideas

There are a number of overarching ideas that represent key aspects of a scientific view of the world and bridge knowledge and understanding across the disciplines of science.

In the Australian Curriculum: Science, six overarching ideas support the coherence and developmental sequence of science knowledge within and across levels. The overarching ideas frame the development of concepts in the **Science Understanding** strand, support key aspects of the **Science Inquiry Skills** strand and contribute to developing students' appreciation of the nature of science.

The six overarching ideas that frame the Australian Curriculum: Science are:

Patterns, order and organisation

An important aspect of science is recognising patterns in the world around us, and ordering and organising phenomena at different scales. As students progress from Foundation to Level 10, they build skills and understanding that will help them to observe and describe patterns at different scales, and develop and use classifications to organise events and phenomena and make predictions. Classifying objects and events into groups (such as solid/liquid/gas or living/non-living) and developing criteria for those groupings relies on making observations and identifying patterns of similarity and difference. As students progress through the primary levels, they become more proficient in identifying and describing the relationships that underpin patterns, including cause and effect. Students increasingly recognise that scale plays an important role in the observation of patterns; some patterns may only be evident at certain time and spatial scales. For example, the pattern of day and night is not evident over the time scale of an hour.

Form and function

Many aspects of science are concerned with the relationships between form (the nature or make-up of an aspect of an object or organism) and function (the use of that aspect). As students progress from Foundation to Level 10, they see that the functions of both living and non-living objects rely on their forms. Their understanding of forms such as the features of living things or the nature of a range of materials, and their related functions or uses, is initially based on observable behaviours and physical properties. In later levels, students recognise that function frequently relies on form and that this relationship can be examined at many scales. They apply an understanding of microscopic and atomic structures, interactions of force and flows of energy and matter to describe relationships between form and function.

Stability and change

Many areas of science involve the recognition, description and prediction of stability and change. Early in their schooling, students recognise that in their observations of the world around them, some properties and phenomena appear to remain stable or constant over time, whereas others change. As they progress from Foundation to Level 10, they also recognise that phenomena (such as properties of objects and relationships between living things) can appear to be stable at one spatial or time scale, but at a larger or smaller scale may be seen to be changing. They begin to appreciate that stability can be the result of competing, but balanced forces. Students become increasingly adept at quantifying change through measurement and looking for patterns of change by representing and analysing data in tables or graphs.

Scale and measurement

Quantification of time and spatial scale is critical to the development of science understanding as it enables the comparison of observations. Students often find it difficult to work with scales that are outside their everyday experience - these include the huge distances in space, the incredibly small size of atoms and the slow processes that occur over geological time. As students progress from Foundation to Level 10, their understanding of relative sizes and rates of change develops and they are able to conceptualise events and phenomena at a wider range of scales. They progress from working with scales related to their everyday experiences and comparing events and phenomena using relative language (such as 'bigger' or 'faster') and informal measurement, to working with scales beyond human experience and quantifying magnitudes, rates of change and comparisons using formal units of measurement.

Matter and energy

Many aspects of science involve identifying, describing and measuring transfers of energy and/or matter. As students progress through Foundation to Level 10, they become increasingly able to explain phenomena in terms of the flow of matter and energy. Initially, students focus on direct experience and observation of phenomena and materials. They are introduced to the ways in which objects and living things change and begin to recognise the role of energy and matter in these changes. In later levels, they are introduced to more abstract notions of particles, forces and energy transfer and transformation. They use these understandings to describe and model phenomena and processes involving matter and energy.

Systems

Science frequently involves thinking, modelling and analysing in terms of systems in order to understand, explain and predict events and phenomena. As students progress through Foundation to Level 10, they explore, describe and analyse increasingly complex systems.

Initially, students identify the observable components of a clearly identified 'whole' such as features of plants and animals and parts of mixtures. Over Levels 3 to 6 they learn to identify and describe relationships between components within simple systems, and they begin to appreciate that components within living and non-living systems are interdependent. In Levels 7 to 10 they are introduced to the processes and underlying phenomena that structure systems such as ecosystems, body systems and the carbon cycle. They recognise that within systems, interactions between components can involve forces and changes acting in opposing directions and that for a system to be in a steady state, these factors need to be in a state of balance or equilibrium. They are increasingly aware that systems can exist as components within larger systems, and that one important part of thinking about systems is identifying boundaries, inputs and outputs.

Science across Foundation to Level 10

Although the curriculum is described by level, this document provides advice by level and age, on the nature of learners and the relevant curriculum:

- Foundation – Level 2: typically students from 5 to 8 years of age

- Levels 3 – 6: typically students from 8 to 12 years of age
- Levels 7 – 10: typically students from 12 to 16 years of age.

Foundation – Level 2

Curriculum focus: awareness of self and the local world

Young children have an intrinsic curiosity about their immediate world. Asking questions leads to speculation and the testing of ideas. Exploratory, purposeful play is a central feature of their investigations.

In this stage of schooling students' explorations are precursors to more structured inquiry in later levels. They use the senses to observe and gather information, describing, making comparisons, sorting and classifying to create an order that is meaningful. They observe and explore changes that vary in their rate and magnitude and begin to describe relationships in the world around them. Students' questions and ideas about the world become increasingly purposeful. They are encouraged to develop explanatory ideas and test them through further exploration.

Levels 3 – 6

Curriculum focus: recognising questions that can be investigated scientifically and investigating them

During these levels, students can develop ideas about science that relate to their lives, answer questions, and solve mysteries of particular interest to their age group. In this stage of schooling students tend to use a trial-and-error approach to their science investigations. As they progress, they begin to work in a more systematic way. The notion of a 'fair test' and the idea of variables are developed, as well as other forms of science inquiry. Understanding the importance of measurement in quantifying changes in systems is also fostered.

Through observation, students can detect similarities among objects, living things and events and these similarities can form patterns. By identifying these patterns, students develop explanations about the reasons for them. Students' understanding of the complex natural or built world can be enhanced by considering aspects of the world as systems, and how components, or parts, within systems relate to each other. From evidence derived from observation, explanations about phenomena can be developed and tested. With new evidence, explanations may be refined or changed.

By examining living structures, Earth, changes of solids to liquids and features of light, students begin to recognise patterns in the world. The observation of aspects of astronomy, living things, heat, light and electrical circuits helps students develop the concept of a system and its interacting components, and understand the relationships, including the notion of cause and effect, between variables.

Levels 7 – 10

Curriculum focus: explaining phenomena involving science and its applications

During these levels, students continue to develop their understanding of important science concepts across the major science disciplines. It is important to include contemporary contexts in which a richer understanding of science can be enhanced. Current science research and its human application motivates and engages students.

Within the outlined curriculum, students should undertake some open investigations that will help them refine their science inquiry skills. The quantitative aspects of students' inquiry skills are further developed to incorporate consideration of uncertainty in measurement. In teaching the outlined curriculum, it is important to provide time to build the more abstract science ideas that underpin understanding.

Students further develop their understanding of systems and how the idea of equilibrium is important in dynamic systems. They consider how a change in one of the components can affect all components of the system because of the interrelationships between the parts. They consider the idea of form and function at a range of scales in both living and non-living systems. Students move from an experiential appreciation of the effects of energy to a more abstract understanding of the nature of energy.

As students investigate the science phenomena outlined in these levels, they begin to learn about major theories that underpin science, including the particle theory, atomic theory, the theory of evolution, plate tectonic theory and the Big Bang theory.

The [AusVELS - Science Scope and Sequence chart](#) is available from the VCAA website.

Achievement standards

Across Foundation to Level 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling. Achievement standards comprise a written description and student work samples.

An achievement standard describes the quality of learning (the extent of knowledge, the depth of understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards across Foundation to Level 10 describes progress in the learning area. This sequence provides teachers with a framework of growth and development in the learning area.

Student work samples play a key role in communicating expectations described in the achievement standards. Each work sample includes the relevant assessment task, the student's response, and annotations identifying the quality of learning evident in the student's response in relation to relevant parts of the achievement standard. Together, the description of the achievement standard and the accompanying set of annotated work samples help teachers to make judgments about whether students have achieved the standard.

This version of AusVELS does not include the work sample portfolios for Science as published on ACARA's Australian Curriculum site. ACARA is working to review and enhance the current AC work sample portfolios. When the revised Science work sample portfolios become available, the VCAA will include them on the AusVELS site.

Diversity of Learners

The Australian Curriculum has been developed to ensure that curriculum content and achievement standards establish high expectations for all students. Every student is entitled to enriching learning experiences across all areas of the curriculum. Students in Australian classrooms have multiple, diverse and changing needs that are shaped by individual learning histories and abilities as well as cultural language backgrounds and socio-economic factors.

Special education needs

The objectives of the Australian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students with special education needs.

Most students with special education needs can engage with the curriculum provided the necessary adjustments are made to the complexity of the curriculum content and to the means through which students demonstrate their knowledge, skills and understanding.

For some learners, making adjustments to instructional processes and to assessment strategies enables students to achieve educational standards commensurate with their peers.

For other students, teachers will need to make appropriate adjustments to the complexity of the curriculum content, focusing instruction on content different to that taught to others in their age group. It follows that adjustments will also need to be made to how the student's progress is monitored, assessed and reported.

For a small percentage of students, the Foundation to Level 10 curriculum content and achievement standards may not be appropriate nor meaningful, even with adjustments. Most of these students have a significant intellectual disability. During 2011, ACARA will develop additional curriculum content and achievement standards for this group of students in order to provide an Australian Curriculum that is inclusive of every learner.

In the interim, advice about how to use the curriculum with students with special education needs is [available here](#) and [here](#).

English as an additional language or dialect

Many students in Australian schools are learners of English as an additional language or dialect (EAL/D). Learners of EAL/D are students whose first language is a language other than Standard Australian English and who require additional support to assist them to develop English language proficiency. While many EAL/D learners do well in school, there is a significant group of these learners who leave school without achieving their potential.

EAL/D students come from diverse backgrounds and may include:

- overseas- and Australian-born children whose first language is a language other than English
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D learners enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. For some, school is the only place they use English.

The aims of the Australian Curriculum: Science are ultimately the same for all students. However, EAL/D learners are simultaneously learning a new language and the knowledge, understanding and skills of the science curriculum through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

A national EAL/D document is being produced that will support the Australian Curriculum. It will provide a description of how language proficiency develops, and will be a valuable reference for all teachers. It will allow teachers of science to identify the language levels of the EAL/D learners in their classrooms and to address their specific learning requirements when teaching, ensuring equity of access to the science learning area for all.

In the interim, advice about how to use the curriculum with EAL/D students is [available here](#).

Cross-curriculum priorities

There are three cross curriculum priorities in the Australian Curriculum:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

The cross curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: science values Aboriginal and Torres Strait Islander histories and cultures. It acknowledges that Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge traditions.

Students will have opportunities to learn that Aboriginal and Torres Strait Islander Peoples have developed knowledge about the world through observation, using all the senses; through prediction and hypothesis; through testing (trial and error); and through making generalisations within specific contexts. These scientific methods have been practised and transmitted from one generation to the next. Students will develop an understanding that Aboriginal and Torres Strait Islander Peoples have particular ways of knowing the world and continue to be innovative in providing significant contributions to development in science. They will investigate examples of Aboriginal and Torres Strait Islander science and the ways traditional knowledge and western scientific knowledge can be complementary.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Science, the priority of Asia and Australia's engagement with Asia provides rich and engaging contexts for developing students' science knowledge, understanding and skills.

The Australian Curriculum: Science provides opportunities for students to recognise that people from the Asia region have made and continue to make significant contributions to the development of science understandings and their applications. It enables students to recognise that the Asia region includes diverse environments and to appreciate that interaction between human activity and these environments continues to influence the region, including Australia, and has significance for the rest of the world.

In this learning area, students appreciate that the Asia region plays an important role in scientific research and development. These can include research and development in areas such as medicine, natural resource management, nanotechnologies, communication technologies and natural disaster prediction and management.

Sustainability

In the Australian Curriculum: Science the priority of sustainability provides authentic contexts for exploring, investigating and understanding chemical, biological, physical and Earth and space systems.

The Australian Curriculum: Science explores a wide range of systems that operate at different time and spatial scales. By investigating the relationships between systems and system components and how systems respond to change, students develop an appreciation for the interconnectedness of Earth's biosphere, geosphere, hydrosphere and atmosphere, Relationships including cycles and cause and effect are explored, and students develop observation and analysis skills to examine these relationships in the world around them.

In this learning area, students appreciate that science provides the basis for decision making in many areas of society and that these decisions can impact on the Earth system. They understand the importance of using science to predict possible effects of human and other activity and to develop management plans or alternative technologies that minimise these effects.

Foundation Level

The science content includes the three strands of *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour*. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

From Foundation to Level 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Foundation, students observe and describe the behaviours and properties of everyday objects, materials and living things. They explore change in the world around them, including changes that impact on them, such as the weather, and changes they can effect, such as making things move or change shape. They learn that seeking answers to questions and making observations is a core part of science and use their senses to gather different types of information.

Science Understanding

Biological sciences

Living things have basic needs, including food and water (ACSSU002)



Elaborations

- identifying the needs of humans such as warmth, food and water, using students' own experiences
- recognising the needs of living things in a range of situations such as pets at home, plants in the garden or plants and animals in bushland
- comparing the needs of plants and animals

Chemical sciences

Objects are made of materials that have observable properties (ACSSU003)



Elaborations

- sorting and grouping materials on the basis of observable properties such as colour, texture and flexibility
- thinking about how the materials used in buildings and shelters are suited to the local environment
- investigating different forms of clothing used for different activities
- comparing the traditional materials used for clothing from around the world

Earth and space sciences

Daily and seasonal changes in our environment, including the weather, affect everyday life (ACSSU004)



Elaborations

- linking the changes in the daily weather to the way we modify our behaviour and dress for different conditions, including examples from different cultures
- investigating how changes in the weather might affect animals such as pets, animals that hibernate, or migratory animals
- learning how Aboriginal and Torres Strait Islander concepts of time and weather patterns explain how things happen in the world around them

Physical sciences

Elaborations

The way objects move depends on a variety of factors, including their size and shape (ACSSU005)

- observing the way different shaped objects such as balls, blocks and tubes move
- comparing the way different sized, but similar shaped, objects such as tennis balls, golf balls, marbles and basketballs roll and bounce
- observing how the movement of different living things depends on their size and shape

Science as a Human Endeavour

Nature and development of science

Elaborations

Science involves exploring and observing the world using the senses (ACSHE013)

- recognising that observation is an important part of exploring and investigating the things and places around us
- sharing observations with others and communicating their experiences
- exploring and observing using hearing, smell, touch, seeing and taste

Science Inquiry Skills

Questioning and predicting

Elaborations

Respond to questions about familiar objects and events (ACSIS014)

- considering questions relating to the home and school and objects used in everyday life

Planning and conducting

Elaborations

Explore and make observations by using the senses (ACSIS011)

- using sight, hearing, touch, taste and smell so that students can gather information about the world around them

Processing and analysing data and information

Elaborations

Engage in discussions about observations and use methods such as drawing to represent ideas (ACSIS233)

- taking part in informal and guided discussions relating to students' observations
- using drawings to represent observations and ideas and discussing their representations with others

Communicating

Elaborations

Share observations and ideas (ACSIS012)

- working in groups to describe what students have done and what they have found out
- communicating ideas through role play and drawing

Foundation Level achievement standard

By the end of the Foundation level, students describe the properties and behaviour of familiar objects. They suggest how the environment affects them and other living things.


Students share observations of familiar objects and events.

Level 1

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

From Foundation to Level 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Level 1, students infer simple cause-and-effect relationships from their observations and experiences, and begin to link events and phenomena with observable effects. They observe changes that can be large or small and happen quickly or slowly. They explore the properties of familiar objects and phenomena, identifying similarities and differences. Students begin to value counting as a means of comparing observations, and are introduced to ways of organising their observations.

Science Understanding

Biological sciences	Elaborations
Living things have a variety of external features (ACSSU017)	<ul style="list-style-type: none"> recognising common features of animals such as head, legs and wings describing the use of animal body parts for particular purposes such as moving and feeding identifying common features of plants such as leaves and roots describing the use of plant parts for particular purposes such as making food and obtaining water
Living things live in different places where their needs are met (ACSSU211) 	<ul style="list-style-type: none"> exploring different habitats in the local environment such as the beach, bush and backyard recognising that different living things live in different places such as land and water exploring what happens when habitats change and some living things can no longer have their needs met
Chemical sciences	Elaborations
Everyday materials can be physically changed in a variety of ways (ACSSU018)	<ul style="list-style-type: none"> predicting and comparing how the shapes of objects made from different materials can be physically changed through actions such as bending, stretching and twisting exploring how materials such as water, chocolate or play dough change when warmed or cooled
Earth and space sciences	Elaborations

Observable changes occur in the sky and landscape (ACSSU019)



- exploring the local environment to identify and describe natural, managed and constructed features
- recording short and longer term patterns of events that occur on Earth and in the sky, such as the appearance of the moon and stars at night, the weather and the seasons

Physical sciences

Elaborations

Light and sound are produced by a range of sources and can be sensed (ACSSU020)

- recognising senses are used to learn about the world around us: our eyes to detect light, our ears to detect sound, and touch to feel vibrations
- identifying the sun as a source of light
- recognising that objects can be seen when light from sources is available to illuminate them
- exploring different ways to produce sound using familiar objects and actions such as striking, blowing, scraping and shaking
- comparing sounds made by musical instruments using characteristics such as loudness, pitch and actions used to make the sound

Science as a Human Endeavour

Nature and development of science

Elaborations

Science involves asking questions about, and describing changes in, objects and events (ACSHE021)



- jointly constructing questions about the events and features of the local environment with teacher guidance
- recognising that descriptions of what we observe are used by people to help identify change

Use and influence of science

Elaborations

People use science in their daily lives, including when caring for their environment and living things (ACSHE022)



- considering how science is used in activities such as cooking, fishing, transport, sport, medicine and caring for plants and animals
- considering that technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks
- exploring how musical instruments can be used to produce different sounds
- comparing how different light sources are used in daily life
- identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals

Science Inquiry Skills

Questioning and predicting

Elaborations

Respond to and pose questions, and make predictions about familiar objects and events (ACSIS024)

- thinking about "What will happen if.....?" type questions about everyday objects and events
- using the senses to explore the local environment to pose interesting questions and making predictions about what will happen

Planning and conducting

Elaborations

Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (ACSIS025)

- manipulating objects and making observations of what happens
- researching ideas collaboratively using big books, web pages and ICT within the classroom
- exploring different ways of solving science questions through guided discussion
- sorting information and classifying objects based on easily observable characteristics with teacher guidance

Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (ACSIS026)

- using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and record observations with teacher guidance

Processing and analysing data and information

Elaborations

Use a range of methods to sort information, including drawings and provided tables (ACSIS027)

- using matching activities, including identifying similar things, odd-one-out and opposites
- exploring ways of recording and sharing information through class discussion
- jointly constructing simple column graphs and picture graphs to represent class investigations

Through discussion, compare observations with predictions (ACSIS212)

- discussing original predictions and, with guidance, comparing these to their observations

Evaluating

Elaborations

Compare observations with those of others (ACSIS213)

- discussing observations as a whole class to identify similarities and differences in their observations

Communicating

Elaborations

Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (ACSIS029)

- discussing or representing what was discovered in an investigation
- engaging in whole class or guided small group discussions to share observations and ideas

Level 1 achievement standard

By the end of Level 1, students describe objects and events that they encounter in their everyday lives, and the effects of interacting with materials and objects. They identify a range of habitats. They describe changes to things in their local environment and suggest how science helps people care for environments.


Students make predictions, and investigate everyday phenomena. They follow instructions to record and sort their observations and share their observations with others.

Level 2

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

From Foundation to Level 2, students learn that observations can be organised to reveal patterns, and that these patterns can be used to make predictions about phenomena. In Level 2, students describe the components of simple systems, such as stationary objects subjected to pushes or pulls, or combinations of materials, and show how objects and materials interact through direct manipulation. They observe patterns of growth and change in living things, and describe patterns and make predictions. They explore the use of resources from Earth and are introduced to the idea of the flow of matter when considering how water is used. They use counting and informal measurements to make and compare observations and begin to recognise that organising these observations in tables makes it easier to show patterns.

Science Understanding

Biological sciences	Elaborations
Living things grow, change and have offspring similar to themselves (ACSSU030)	<ul style="list-style-type: none"> representing personal growth and changes from birth recognising that living things have predictable characteristics at different stages of development exploring different characteristics of life stages in animals such as egg, caterpillar and butterfly observing that all animals have offspring, usually with two parents
Chemical sciences	Elaborations
Different materials can be combined, including by mixing, for a particular purpose (ACSSU031) 	<ul style="list-style-type: none"> exploring the local environment to observe a variety of materials, and describing ways in which materials are used investigating the effects of mixing materials together suggesting why different parts of everyday objects such as toys and clothes are made from different materials identifying materials such as paper that can be changed and remade or recycled into new products
Earth and space sciences	Elaborations

Earth's resources, including water, are used in a variety of ways (ACSSU032)



- identifying the Earth's resources including water, soil and minerals, and describing how they are used in the school
- describing how a resource such as water is transferred from its source to its point of use
- considering what might happen to humans if there were a change in a familiar available resource, such as water
- identifying actions at school such as turning off dripping taps, that can conserve resources

Physical sciences

Elaborations

A push or a pull affects how an object moves or changes shape (ACSSU033)

- exploring ways that objects move on land, through water and in the air
- exploring how different strengths of pushes and pulls affect the movement of objects
- identifying toys from different cultures that use the forces of push or pull
- considering the effects of objects being pulled towards the Earth

Science as a Human Endeavour

Nature and development of science

Elaborations

Science involves asking questions about, and describing changes in, objects and events (ACSHE034)



- describing everyday events and experiences and changes in our environment using knowledge of science
- suggesting how everyday items work, using knowledge of forces or materials
- identifying and describing sources of water

Use and influence of science

Elaborations

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)



- monitoring information about the environment and Earth's resources, such as rainfall, water levels and temperature
- finding out about how Aboriginal and Torres Strait Islander people use science to meet their needs, including food supply
- exploring how different cultures have made inks, pigments and paints by mixing materials
- identifying the ways humans manage and protect resources, such as reducing waste and caring for water supplies
- recognising that many living things rely on resources that may be threatened, and that science understanding can contribute to the preservation of such resources

Science Inquiry Skills

Questioning and predicting

Elaborations

Respond to and pose questions, and make predictions about familiar objects and events (AC SIS037)

- using the senses to explore the local environment to pose interesting questions, make inferences and predictions
- thinking about 'What will happen if...?' type questions about everyday objects and events

Planning and conducting

Elaborations

Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources (AC SIS038)

- manipulating objects and materials and making observations of the results
- researching with the use of simple information sources
- sorting objects and events based on easily identified characteristics

Use informal measurements in the collection and recording of observations, with the assistance of digital technologies as appropriate (AC SIS039)

- using units that are familiar to students from home and school, such as cups (cooking), hand spans (length) and walking paces (distance) to make and compare observations

Processing and analysing data and information

Elaborations

Use a range of methods to sort information, including drawings and provided tables (AC SIS040)

- constructing column and picture graphs with teacher guidance to record gathered information
- sorting information in provided tables or graphic organisers

Through discussion, compare observations with predictions (AC SIS214)

- comparing and discussing, with guidance, whether observations were expected

Evaluating

Elaborations

Compare observations with those of others (AC SIS041)

- discussing observations with other students to see similarities and differences in results

Communicating

Elaborations

Represent and communicate observations and ideas in a variety of ways such as oral and written language, drawing and role play (AC SIS042)

- presenting ideas to other students, both one-to-one and in small groups
 - discussing with others what was discovered from an investigation
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Level 2 achievement standard

By the end of Level 2, students describe changes to objects, materials and living things. They identify that certain materials and resources have different uses and describe examples of where science is used in people's daily lives.


Students pose questions about their experiences and predict outcomes of investigations. They use informal measurements to make and compare observations. They follow instructions to record and represent their observations and communicate their ideas to others.

Level 3

The **Science Inquiry Skills** and **Science as a Human Endeavour** strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the **Science Understanding** strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Level 3, students observe heat and its effects on solids and liquids and begin to develop an understanding of energy flows through simple systems. In observing day and night, they develop an appreciation of regular and predictable cycles. Students order their observations by grouping and classifying; in classifying things as living or non-living they begin to recognise that classifications are not always easy to define or apply. They begin to quantify their observations to enable comparison, and learn more sophisticated ways of identifying and representing relationships, including the use of tables and graphs to identify trends. They use their understanding of relationships between components of simple systems to make predictions.

Science Understanding

Biological sciences	Elaborations
Living things can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)	<ul style="list-style-type: none"> recognising characteristics of living things such as growing, moving, sensitivity and reproducing recognising the range of different living things sorting living and non-living things based on characteristics exploring differences between living, once living and products of living things
Chemical sciences	Elaborations
A change of state between solid and liquid can be caused by adding or removing heat (ACSSU046) 	<ul style="list-style-type: none"> investigating how liquids and solids respond to changes in temperature, for example water changing to ice, or melting chocolate exploring how changes from solid to liquid and liquid to solid can help us recycle materials predicting the effect of heat on different materials
Earth and space sciences	Elaborations
Earth's rotation on its axis causes regular changes, including night and day (ACSSU048)	<ul style="list-style-type: none"> recognising the sun as a source of light constructing sundials and investigating how they work describing timescales for the rotation of the Earth modelling the relative sizes and movement of the sun, Earth and moon
Physical sciences	Elaborations

Heat can be produced in many ways and can move from one object to another (ACSSU049)

- describing how heat can be produced such as through friction or motion, electricity or chemically (burning)
- identifying changes that occur in everyday situations due to heating and cooling
- exploring how heat can be transferred through conduction
- recognising that we can feel heat and measure its effects using a thermometer

Science as a Human Endeavour

Nature and development of science

Science involves making predictions and describing patterns and relationships (ACSHE050)



Elaborations

- making predictions about change and events in our environment
- researching how knowledge of astronomy has been used by some Aboriginal and Torres Strait Islander people
- considering how posing questions helps us plan for the future

Use and influence of science

Science knowledge helps people to understand the effect of their actions (ACSHE051)



Elaborations

- considering how heating affects materials used in everyday life
- investigating how science helps people such as nurses, doctors, dentists, mechanics and gardeners
- considering how materials including solids and liquids affect the environment in different ways
- deciding what characteristics make a material a pollutant
- researching Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals

Science Inquiry Skills

Questioning and predicting

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS053)

Elaborations

- choosing questions to investigate from a list of possibilities
- jointly constructing questions that may form the basis for investigation
- listing shared experiences as a whole class and identifying possible investigations
- working in groups to discuss things that might happen during an investigation

Planning and conducting

Elaborations

Suggest ways to plan and conduct investigations to find answers to questions (AC SIS054)

- working with teacher guidance to plan investigations to test simple cause-and-effect relationships
- discussing as a whole class ways to investigate questions and evaluating which ways might be most successful

Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (AC SIS055)

- recording measurements using familiar formal units and appropriate abbreviations, such as seconds (s), grams (g), centimetres (cm)
- using a variety of tools to make observations, such as digital cameras, thermometers, rulers and scales
- discussing safety rules for equipment and procedures

Processing and analysing data and information

Elaborations

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (AC SIS057)

- using provided tables to organise materials and objects based on observable properties
- discussing how to graph data presented in a table
- identifying and discussing numerical and visual patterns in data collected from students' own investigations and from secondary sources

Compare results with predictions, suggesting possible reasons for findings (AC SIS215)

- discussing how well predictions matched results from an investigation and sharing ideas about what was learnt

Evaluating

Elaborations

Reflect on the investigation, including whether a test was fair or not (AC SIS058)

- describing experiences of carrying out investigations to the teacher, small group or whole class
- discussing as a whole class the idea of fairness in testing

Communicating

Elaborations

Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (AC SIS060)

- communicating with other students carrying out similar investigations to share experiences and improve investigation skill
- exploring different ways to show processes and relationships through diagrams, models and role play
- using simple explanations and arguments, reports or graphical representations to communicate ideas to other students

Level 3 achievement standard

By the end of Level 3, students use their understanding of the movement of the Earth, materials and the behaviour of heat to suggest explanations for everyday observations. They describe features common to living things. They describe how they can use science investigations to respond to questions and identify where people use science knowledge in their lives.




Students use their experiences to pose questions and predict the outcomes of investigations. They make formal measurements and follow procedures to collect and present observations in a way that helps to answer the investigation questions. Students suggest possible reasons for their findings. They describe how safety and fairness were considered in their investigations. They use diagrams and other representations to communicate their ideas.

Level 4

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Level 4, students broaden their understanding of classification and form and function through an exploration of the properties of natural and processed materials. They learn that forces include non-contact forces and begin to appreciate that some interactions result from phenomena that can't be seen with the naked eye. They begin to appreciate that current systems, such as Earth's surface, have characteristics that have resulted from past changes and that living things form part of systems. They understand that some systems change in predictable ways, such as through cycles. They apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans.

Science Understanding

Biological sciences	Elaborations
Living things have life cycles (ACSSU072) 	<ul style="list-style-type: none"> making and recording observations of living things as they develop through their life cycles describing the stages of life cycles of different living things such as insects, birds, frogs and flowering plants comparing life cycles of animals and plants recognising that environmental factors can affect life cycles such as fire and seed germination
Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073) 	<ul style="list-style-type: none"> investigating how plants provide shelter for animals investigating the roles of living things in a habitat, for instance producers, consumers or decomposers observing and describing predator-prey relationships predicting the effects when living things in feeding relationships are removed or die out in an area recognising that interactions between living things may be competitive or mutually beneficial
Chemical sciences	Elaborations
Natural and processed materials have a range of physical properties; These properties can influence their use (ACSSU074) 	<ul style="list-style-type: none"> describing a range of common materials, such as metals or plastics, and their uses investigating a particular property across a range of materials selecting materials for uses based on their properties considering how the properties of materials affect the management of waste or can lead to pollution

Earth and space sciences

Earth's surface changes over time as a result of natural processes and human activity (ACSSU075)



Elaborations

- collecting evidence of change from local landforms, rocks or fossils
- exploring a local area that has changed as a result of natural processes, such as an eroded gully, sand dunes or river banks
- investigating the characteristics of soils
- considering how different human activities cause erosion of the Earth's surface
- considering the effect of events such as floods and extreme weather on the landscape, both in Australia and in the Asia region

Physical sciences

Forces can be exerted by one object on another through direct contact or from a distance (ACSSU076)

Elaborations

- observing qualitatively how speed is affected by the size of a force
- exploring how non-contact forces are similar to contact forces in terms of objects pushing and pulling another object
- comparing and contrasting the effect of friction on different surfaces, such as tyres and shoes on a range of surfaces
- investigating the effect of forces on the behaviour of an object through actions such as throwing, dropping, bouncing and rolling
- exploring the forces of attraction and repulsion between magnets

Science as a Human Endeavour

Nature and development of science

Science involves making predictions and describing patterns and relationships (ACSHE061)



Elaborations

- exploring ways in which scientists gather evidence for their ideas and develop explanations
- considering how scientific practices such as sorting, classification and estimation are used by Aboriginal and Torres Strait Islander people in everyday life

Use and influence of science

Elaborations

Science knowledge helps people to understand the effect of their actions (ACSHE062)



- investigating how a range of people, such as clothing designers, builders or engineers use science to select appropriate materials for their work
- considering methods of waste management and how they can affect the environment
- exploring how science has contributed to a discussion about an issue such as loss of habitat for living things or how human activity has changed the local environment
- considering how to minimise the effects of erosion caused by human activity

Science Inquiry Skills

Questioning and predicting

With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge (ACSIS064)

Elaborations

- considering familiar situations in order to think about possible areas for investigation
- reflecting on familiar situations to make predictions with teacher guidance
- choosing questions to investigate from a list of possibilities

Planning and conducting

Suggest ways to plan and conduct investigations to find answers to questions (ACSIS065)

Elaborations

- exploring different ways to conduct investigations and connecting these to the types of questions asked with teacher guidance
- working in groups, with teacher guidance, to plan ways to investigate questions

Safely use appropriate materials, tools or equipment to make and record observations, using formal measurements and digital technologies as appropriate (ACSIS066)

- discussing and recording safety rules for equipment as a whole class
- making and recording measurements using familiar formal units and appropriate abbreviations, such as seconds (s), grams (g), centimetres (cm) and millilitres (mL)

Processing and analysing data and information

Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)

Elaborations

- identifying and discussing numerical and visual patterns in data collected from students' investigations and from other sources
 - using provided graphic organisers to sort and represent information
 - discussing with teacher guidance which graphic organisers will be most useful in sorting or organising data arising from investigations
-

Compare results with predictions, suggesting possible reasons for findings (ACSIS216)

- discussing how well predictions matched results from an investigation and proposing reasons for findings
- comparing, in small groups, proposed reasons for findings and explaining their reasoning

Evaluating

Elaborations

Reflect on the investigation; including whether a test was fair or not (ACSIS069)

- reflecting on investigations, identifying what went well, what was difficult or didn't work so well, and how well the investigation helped answer the question
- discussing which aspects of the investigation helped improve fairness, and any aspects that weren't fair

Communicating

Elaborations

Represent and communicate ideas and findings in a variety of ways such as diagrams, physical representations and simple reports (ACSIS071)

- communicating with other students carrying out similar investigations to share experiences and improve investigation skills
 - using simple explanations and arguments, reports or graphical representations to communicate ideas to other students
-

Level 4 achievement standard

By the end of Level 4, students apply the observable properties of materials to explain how objects and materials can be used. They use contact and non-contact forces to describe interactions between objects. They discuss how natural and human processes cause changes to the Earth's surface. They describe relationships that assist the survival of living things and sequence key stages in the life cycle of a plant or animal. They identify when science is used to ask questions and make predictions. They describe situations where science understanding can influence their own and others' actions.

Students follow instructions to identify investigable questions about familiar contexts and predict likely outcomes from investigations. They discuss ways to conduct investigations and safely use equipment to make and record observations. They use provided tables and simple column graphs to organise their data and identify patterns in data. Students suggest explanations for observations and compare their findings with their predictions. They suggest reasons why their methods were fair or not. They complete simple reports to communicate their methods and findings.

Level 5

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Level 5, students are introduced to cause and effect relationships that relate to form and function through an exploration of adaptations of living things. They explore observable phenomena associated with light and begin to appreciate that phenomena have sets of characteristic behaviours. They broaden their classification of matter to include gases and begin to see how matter structures the world around them. Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales. Students begin to identify stable and dynamic aspects of systems, and learn how to look for patterns and relationships between components of systems. They develop explanations for the patterns they observe.

Science Understanding

Biological sciences

Living things have structural features and adaptations that help them to survive in their environment (ACSSU043)



Elaborations

- explaining how particular adaptations help survival such as nocturnal behaviour, silvery coloured leaves of dune plants
- describing and listing adaptations of living things suited for particular Australian environments
- exploring general adaptations for particular environments such as adaptations that aid water conservation in deserts

Chemical sciences

Solids, liquids and gases have different observable properties and behave in different ways (ACSSU077)

Elaborations

- recognising that substances exist in different states depending on the temperature
- observing that gases have mass and take up space, demonstrated by using balloons or bubbles
- exploring the way solids, liquids and gases change under different situations such as heating and cooling
- recognising that not all substances can be easily classified on the basis of their observable properties

Earth and space sciences

Elaborations

The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)



- identifying the planets of the solar system and comparing how long they take to orbit the sun
- modelling the relative size of and distance between Earth, other planets in the solar system and the sun
- recognising the role of the sun as a provider of energy for the Earth

Physical sciences

Elaborations

Light from a source forms shadows and can be absorbed, reflected and refracted (ACSSU080)

- drawing simple labelled ray diagrams to show the paths of light from a source to our eyes
- comparing shadows from point and extended light sources such as torches and fluorescent tubes
- classifying materials as transparent, opaque or translucent based on whether light passes through them or is absorbed
- recognising that the colour of an object depends on the properties of the object and the colour of the light source
- exploring the use of mirrors to demonstrate the reflection of light
- recognising the refraction of light at the surfaces of different transparent materials, such as when light travels from air to water or air to glass

Science as a Human Endeavour

Nature and development of science

Elaborations

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081)

- developing an understanding of the behaviour of light by making observations of its effects
- testing predictions relating to the behaviour of solids, liquids and gases by conducting observational experiments
- researching how scientists were able to develop ideas about the solar system through the gathering of evidence through space exploration

Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)



- describing how scientists from a range of cultures have improved our understanding of the solar system, such as Copernicus, Khayyám and Galileo
- researching the different types of scientists who work in teams in space exploration, and Australia's involvement in space exploration
- learning how Aboriginal and Torres Strait Islander people used observation of the night sky to assist with navigation

Use and influence of science

Elaborations

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE083)

- investigating how the development of materials such as plastics and synthetic fabrics have led to the production of useful products
- describing how technologies developed to aid space exploration have changed the way people live, work and communicate
- exploring objects and devices that include parts that involve the reflection, absorption or refraction of light such as mirrors, sunglasses and prisms

Scientific knowledge is used to inform personal and community decisions (ACSHE217)



- considering how best to ensure growth of plants
- considering how decisions are made to grow particular plants and crops depending on environmental conditions
- comparing the benefits of using solid, liquid or gaseous fuels to heat a home
- describing the safety aspects of using gases

Science Inquiry Skills

Questioning and predicting

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (AC SIS231)

Elaborations

- exploring the range of questions that can be asked about a problem or phenomena and with guidance, identifying those questions that could be investigated
- applying experience from similar situations in the past to predict what might happen in a new situation

Planning and conducting

With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS086)

Elaborations

- experiencing a range of ways of investigating questions, including experimental testing, internet research, field observations and exploring simulations
- discussing the advantages of certain types of investigation for answering certain types of questions
- considering different ways to approach problem solving, including researching, using trial and error, experimental testing and creating models

Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (AC SIS087)

- discussing in groups how investigations can be made as fair as possible
- using tools to accurately measure objects and events in investigation and exploring which tools provide the most accurate measurements
- using familiar units such as grams, seconds and meters and developing the use of standard multipliers such as kilometres and millimetres
- recording data in tables and diagrams or electronically as digital images and spreadsheets

Use equipment and materials safely, identifying potential risks (AC SIS088)

- explaining rules for safe processes and use of equipment

Processing and analysing data and information

Elaborations

Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS090)

- constructing tables, graphs and other graphic organisers to show trends in data
- identifying patterns in data and developing explanations that fit these patterns
- identifying similarities and differences in qualitative data in order to group items or materials

Compare data with predictions and use as evidence in developing explanations (AC SIS218)

- sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect

Evaluating

Elaborations

Suggest improvements to the methods used to investigate a question or solve a problem (AC SIS091)

- working collaboratively to identify where methods could be improved, including where testing was not fair and practices could be improved

Communicating

Elaborations

Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (AC SIS093)

- discussing how models represent scientific ideas and constructing physical models to demonstrate an aspect of scientific understanding
- constructing multi-modal texts to communicate science ideas
- using labelled diagrams, including cross-sectional representations, to communicate ideas

Level 5 achievement standard

By the end of Level 5, students classify substances according to their observable properties and behaviours. They explain everyday phenomena associated with the transfer of light. They describe the key features of our solar system. They analyse how the form of living things enables them to function in their environments. Students discuss how scientific developments have affected people's lives and how science knowledge develops from many people's contributions.

Students follow instructions to pose questions for investigation, predict what might happen when variables are changed, and plan investigation methods. They use equipment in ways that are safe and improve the accuracy of their observations. Students construct tables and graphs to organise data and identify patterns. They use patterns in their data to suggest explanations and refer to data when they report findings. They describe ways to improve the fairness of their methods and communicate their ideas, methods and findings using a range of text types.

Level 6

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 3 to 6, students develop their understanding of a range of systems operating at different time and geographic scales. In Level 6, students explore how changes can be classified in different ways. They learn about transfer and transformations of electricity, and continue to develop an understanding of energy flows through systems. They link their experiences of electric circuits as a system at one scale, to generation of electricity from a variety of sources at another scale and begin to see links between these systems. They develop a view of Earth as a dynamic system, in which changes in one aspect of the system impact on other aspects; similarly they see that the growth and survival of living things are dependent on matter and energy flows within a larger system. Students begin to see the role of variables in measuring changes and learn how look for patterns and relationships between variables. They develop explanations for the patterns they observe, drawing on evidence.

Science Understanding

Biological sciences

The growth and survival of living things are affected by the physical conditions of their environment (ACSSU094)



Elaborations

- investigating how changing the physical conditions for plants impacts on their growth and survival such as salt water, use of fertilizers and soil types
- observing the growth of fungi such as yeast and bread mould in different conditions
- researching organisms that live in extreme environments such as Antarctica or a desert
- considering the effects of physical conditions causing migration and hibernation

Chemical sciences

Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible, such as burning and rusting (ACSSU095)



Elaborations

- describing what happens when materials are mixed
- investigating the solubility of common materials in water
- investigating the change in state caused by heating and cooling of a familiar substance
- investigating irreversible changes such as rusting, burning and cooking
- exploring how reversible changes can be used to recycle materials

Earth and space sciences

Elaborations

Sudden geological changes or extreme weather conditions can affect Earth's surface (ACSSU096)



- investigating major geological events such as earthquakes, volcanic eruptions and tsunamis in Australia, the Asia region and throughout the world
- recognising that earthquakes can cause tsunamis
- describing how people measure significant geological events
- exploring ways that scientific understanding can assist in natural disaster management to minimise both long- and short-term effects
- considering the effect of drought on living and non-living aspects of the environment

Physical sciences

Elaborations

Electrical circuits provide a means of transferring and transforming electricity (ACSSU097)

- recognising the need for a complete circuit to allow the flow of electricity
- investigating different electrical conductors and insulators
- exploring the features of electrical devices such as switches and light globes

Energy from a variety of sources can be used to generate electricity (ACSSU219)



- investigating how moving air and water can turn turbines to generate electricity
- investigating the use of solar panels
- considering whether an energy source is sustainable

Science as a Human Endeavour

Nature and development of science

Elaborations

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE098)



- investigating how knowledge about the effects of using the Earth's resources has changed over time
- describing how understanding of the causes and effects of major natural events has changed as new evidence has become available
- investigating the use of electricity, including predicting the effects of changes to electric circuits
- considering how gathering evidence helps scientists to predict the effect of major geological or climatic events

Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE099)



- investigating how people from different cultures have used sustainable sources of energy, for example water and solar power
- exploring institutions and locations where contemporary Australian scientists conduct research on catastrophic natural events
- learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances
- investigating the development of earthquake measurements from the Chinese invention of the seismograph in the second century

Use and influence of science

Elaborations

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives (ACSHE100)



- researching the scientific work involved in global disaster alerts and communication, such as cyclone, earthquake and tsunami alerts
- investigating how electrical energy is generated in Australia and around the world
- researching the use of methane generators in Indonesia
- considering how electricity and electrical appliances have changed the way some people live

Scientific knowledge is used to inform personal and community decisions (ACSHE220)



- considering how personal and community choices influence our use of sustainable sources of energy
- investigating how understanding of catastrophic natural events helps in planning for their early detection and minimising their impact
- recognising that science can inform choices about where people live and how they manage natural disasters
- considering how guidelines help to ensure the safe use of electrical devices
- discussing the use of electricity and the conservation of sources of energy

Science Inquiry Skills

Questioning and predicting

Elaborations

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be (ACSIS232)

- refining questions to enable scientific investigation
- asking questions to understand the scope or nature of a problem
- applying experience from previous investigations to predict the outcomes of investigations in new contexts

Planning and conducting

Elaborations

With guidance, plan appropriate investigation methods to answer questions or solve problems (AC SIS103)

- following a procedure to design an experimental or field investigation
- discussing methods chosen with other students, and refining methods accordingly
- considering which investigation methods are most suited to answer a particular question or solve a problem

Decide which variable should be changed and measured in fair tests and accurately observe, measure and record data, using digital technologies as appropriate (AC SIS104)

- using familiar units such as grams, seconds and metres and developing the use of standard multipliers such as kilometres and millimetres
- using the idea of an independent variable (note: this terminology does not need to be used at this stage) as something that is being investigated by changing it and measuring the effect of this change
- using digital technologies to make accurate measurements and to record data

Use equipment and materials safely, identifying potential risks (AC SIS105)

- discussing possible hazards involved in conducting investigations, and how these risks can be reduced

Processing and analysing data and information

Elaborations

Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107)

- exploring how different representations can be used to show different aspects of relationships, processes or trends
- using digital technologies to construct representations, including dynamic representations

Compare data with predictions and use as evidence in developing explanations (AC SIS221)

- sharing ideas as to whether observations match predictions, and discussing possible reasons for predictions being incorrect
- discussing the difference between data and evidence
- referring to evidence when explaining the outcomes of an investigation

Evaluating

Elaborations

Suggest improvements to the methods used to investigate a question or solve a problem (AC SIS108)

- discussing improvements to the methods used, and how these methods would improve the quality of the data obtained

Communicating

Elaborations

Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts (AC SIS110)

- discussing the best way to communicate science ideas and what should be considered when planning a text
- using a variety of communication modes, such as reports, explanations, arguments, debates and procedural accounts, to communicate science ideas
- using labelled diagrams, including cross-sectional representations, to communicate ideas and processes within multi-modal texts

Level 6 achievement standard

By the end of Level 6, students compare and classify different types of observable changes to materials. They analyse requirements for the transfer of electricity and describe how energy can be transformed from one form to another to generate electricity. They explain how natural events cause rapid change to the Earth's surface. They describe and predict the effect of environmental changes on individual living things. Students explain how scientific knowledge is used in decision making and identify contributions to the development of science by people from a range of cultures.


Students follow procedures to develop investigable questions and design investigations into simple cause-and-effect relationships. They identify variables to be changed and measured and describe potential safety risks when planning methods. They collect, organise and interpret their data, identifying where improvements to their methods or research could improve the data. They describe and analyse relationships in data using graphic representations and construct multi-modal texts to communicate ideas, methods and findings.

Level 7

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. In Level 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Science Understanding

Biological sciences	Elaborations
<p>There are differences within and between groups of organisms; classification helps organise this diversity (ACSSU111)</p> 	<ul style="list-style-type: none"> ● considering the reasons for classifying such as identification and communication ● grouping a variety of organisms on the basis of similarities and differences in particular features ● considering how biological classifications have changed over time ● classifying using hierarchical systems such as kingdom, phylum, class, order, family, genus, species ● using scientific conventions for naming species ● using provided keys to identify organisms surveyed in a local habitat

Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU112)



- using food chains to show feeding relationships in a habitat
- constructing and interpreting food webs to show relationships between organisms in an environment
- classifying organisms of an environment according to their position in a food chain
- recognising the role of microorganisms within food chains and food webs
- investigating the effect of human activity on local habitats, such as deforestation, agriculture or the introduction of new species
- exploring how living things can cause changes to their environment and impact other living things, such as the effect of cane toads
- researching specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo

Chemical sciences

Elaborations

Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)

- recognising the differences between pure substances and mixtures and identifying examples of each
- identifying the solvent and solute in solutions
- investigating and using a range of physical separation techniques such as filtration, decantation, evaporation, crystallisation, chromatography and distillation
- exploring and comparing separation methods used in the home

Earth and space sciences

Elaborations

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)

- investigating natural phenomena such as lunar and solar eclipses, seasons and phases of the moon
- comparing times for the rotation of Earth, the sun and moon, and comparing the times for the orbits of Earth and the moon
- modelling the relative movements of the Earth, sun and moon and how natural phenomena such as solar and lunar eclipses and phases of the moon occur
- explaining why different regions of the Earth experience different seasonal conditions

Some of Earth's resources are renewable, but others are non-renewable (ACSSU116)



- considering what is meant by the term 'renewable' in relation to the Earth's resources
- considering timescales for regeneration of resources
- comparing renewable and non-renewable energy sources, including how they are used in a range of situations

Water is an important resource that cycles through the environment (ACSSU222)



- considering the water cycle in terms of changes of state of water
- investigating factors that influence the water cycle in nature
- exploring how human management of water impacts on the water cycle

Physical sciences

Elaborations

Change to an object's motion is caused by unbalanced forces acting on the object (ACSSU117)

- investigating the effects of applying different forces to familiar objects
- investigating common situations where forces are balanced, such as stationary objects, and unbalanced, such as falling objects
- investigating a simple machine such as lever or pulley system

Earth's gravity pulls objects towards the centre of the Earth (ACSSU118)

- exploring how gravity affects objects on the surface of Earth
- considering how gravity keeps planets in orbit around the sun

Science as a Human Endeavour

Nature and development of science

Elaborations

Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world (ACSHE119)

- investigating how advances in telescopes and space probes have provided new evidence about space
- researching different ideas used in the development of models of the solar system developed by scientists such as Copernicus, Khayyám and Galileo
- researching developments in the understanding of astronomy, such as the predictions of eclipses and the calculation of the length of the solar level by Al-Battani in the tenth century

Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223)



- considering how water use and management relies on knowledge from different areas of science, and involves the application of technology
- identifying the contributions of Australian scientists to the study of human impact on environments and to local environmental management projects
- investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment
- studying transnational collaborative research in the Antarctic
- recognising that traditional and Western scientific knowledge can be used in combination to care for Country and Place

Use and influence of science

Elaborations

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE120)



- relating regulations about wearing seatbelts or safety helmets to knowledge of forces and motion
- considering issues relating to the use and management of water within a community
- considering decisions made in relation to the recycling of greywater and blackwater
- considering how human activity in the community can have positive and negative effects on the sustainability of ecosystems
- investigating ways to control the spread of the cane toad

Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE121)



- investigating everyday applications of physical separation techniques such as filtering, sorting waste materials, reducing pollution, extracting products from plants, separating blood products and cleaning up oil spills
- investigating how advances in science and technology have been applied to the treatment of water in industrial and household systems
- investigating how Aboriginal and Torres Strait Islander knowledge is being used to inform scientific decisions, for example care of waterways
- researching the different scientific responses to the rabbit plagues in Australian agricultural areas

People use understanding and skills from across the disciplines of science in their occupations (ACSHE224)



- recognising that water management plays a role in areas such as farming, land management and gardening
- investigating how separation techniques are used in the food and wine industries
- considering how seasonal changes affect people in a variety of activities such as farming
- considering how sports scientists apply knowledge of forces in order to improve performance

Science Inquiry Skills

Questioning and predicting

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)

Elaborations

- working collaboratively to identify a problem to investigate
- recognising that the solution of some questions and problems requires consideration of social, cultural, economic or moral aspects rather than or as well as scientific investigation
- using information and knowledge from previous investigations to predict the expected results from an investigation

Planning and conducting

Elaborations

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (AC SIS125)

- working collaboratively to decide how to approach an investigation
- learning and applying specific skills and rules relating to the safe use of scientific equipment
- identifying whether the use of their own observations and experiments or the use of other research materials is appropriate for their investigation
- developing strategies and techniques for effective research using secondary sources, including use of the internet

In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (AC SIS126)

- recognising the differences between controlled, dependent and independent variables
- using a digital camera to record observations and compare images using information technologies
- using specialised equipment to increase the accuracy of measurement within an investigation

Processing and analysing data and information

Elaborations

Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (AC SIS129)

- understanding different types of graphical and physical representation and considering their advantages and disadvantages
- using spreadsheets to aid the presentation and simple analysis of data
- describing the trends shown in collected data

Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (AC SIS130)

- using diagrammatic representations to convey abstract ideas and to simplify complex situations
- comparing and contrasting data from a number of sources in order to create a summary of collected data
- identifying data which provides evidence to support or negate the hypothesis under investigation
- referring to relevant evidence when presenting conclusions drawn from an investigation

Evaluating

Elaborations

Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (AC SIS131)

- discussing investigation methods with others to share ideas about the quality of the inquiry process
- identifying and considering indicators of the quality of the data when analysing results
- suggesting improvements to inquiry methods based on experience

Use scientific knowledge and findings from investigations to evaluate claims (AC SIS132)

- using the evidence provided by scientific investigations to evaluate the claims or conclusions of their peers

Communicating

Elaborations

Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (ACSIS133)

- presenting the outcomes of research using effective forms of representation of data or ideas and scientific language that is appropriate for the target audience
 - using digital technologies to access information and to communicate and collaborate with others on and off site
-

Level 7 achievement standard

By the end of Level 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Level 8

The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The *Science as a Human Endeavour* strand can provide relevant contexts in which science can be taught. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. In Level 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Science Understanding

Biological sciences	Elaborations
Cells are the basic units of living things and have specialised structures and functions (ACSSU149)	<ul style="list-style-type: none"> examining a variety of cells using a light microscope, by digital technology or by viewing a simulation distinguishing plant cells from animal or fungal cells identifying structures within cells and describing their function recognising that some organisms consist of a single cell recognising that cells reproduce via cell division describing mitosis as cell division for growth and repair
Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)	<ul style="list-style-type: none"> identifying the organs and overall function of a system of a multicellular organism in supporting the life processes describing the structure of each organ in a system and relating its function to the overall function of the system examining the specialised cells and tissues involved in structure and function of particular organs comparing similar systems in different organisms such as digestive systems in herbivores and carnivores, respiratory systems in fish and mammals distinguishing between asexual and sexual reproduction comparing reproductive systems of organisms
Chemical sciences	Elaborations

The properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151)

- explaining why a model for the structure of matter is needed
- modelling the arrangement of particles in solids, liquids and gases
- using the particle model to explain observed phenomena linking the energy of particles to temperature changes

Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152)

- modelling the arrangement of particles in elements and compounds
- recognising that elements and simple compounds can be represented by symbols and formulas
- locating elements on the periodic table

Chemical change involves substances reacting to form new substances (ACSSU225)

- identifying the differences between chemical and physical changes
- identifying evidence that a chemical change has taken place
- investigating simple reactions such as combining elements to make a compound
- recognising that the chemical properties of a substance, for example its flammability and ability to corrode, will affect its use

Earth and space sciences

Elaborations

Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)

- representing the stages in the formation of igneous, metamorphic and sedimentary rocks, including indications of timescales involved
- identifying a range of common rock types using a key based on observable physical and chemical properties
- recognising that rocks are a collection of different minerals
- considering the role of forces and energy in the formation of different types of rocks and minerals
- recognising that some rocks and minerals, such as ores, provide valuable resources

Physical sciences



Elaborations

Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems (ACSSU155)



- recognising that kinetic energy is the energy possessed by moving bodies
- recognising that potential energy is stored energy, such as gravitational, chemical and elastic energy
- investigating different forms of energy in terms of the effects they cause, such as gravitational potential causing objects to fall and heat energy transferred between materials that have a different temperature
- recognising that heat energy is often produced as a by-product of energy transfer, such as brakes on a car and light globes
- using flow diagrams to illustrate changes between different forms of energy

Science as a Human Endeavour

Nature and development of science	Elaborations
<p>Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world (ACSHE134)</p> 	<ul style="list-style-type: none"> ● investigating developments in the understanding of cells and how this knowledge has impacted on areas such as health and medicine ● discovering how people's understanding of the nature of matter has changed over time as evidence for particle theory has become available through developments in technology ● considering how the idea of elements has developed over time as knowledge of the nature of matter has improved ● investigating the development of the microscope and the impact it has had on the understanding of cell functions and division
<p>Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE226)</p>	<ul style="list-style-type: none"> ● investigating how knowledge of the location and extraction of mineral resources relies on expertise from across the disciplines of science ● considering how advances in technology, combined with scientific understanding of the functioning of body systems, has enabled medical science to replace or repair organs ● researching the use of reproductive technologies and how developments in this field rely on scientific knowledge from different areas of science
Use and influence of science	Elaborations
<p>Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations (ACSHE135)</p> 	<ul style="list-style-type: none"> ● investigating requirements and the design of systems for collecting and recycling household waste ● investigating strategies implemented to maintain part of the local environment, such as bushland, a beach, a lake, a desert or a shoreline ● investigating how energy efficiency can reduce energy consumption ● investigating the development of vehicles over time, including the application of science to contemporary designs of solar-powered vehicles ● discussing ethical issues that arise from organ transplantation

Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management (ACSHE136)



- describing how technologies have been applied to modern farming techniques to improve yields and sustainability
- investigating how Aboriginal people recognise relationships in ecosystems by burning to promote new growth, attract animals and afford easier hunting and food gathering
- describing the impact of plant cloning techniques (asexual production) in agriculture such as horticulture, fruit production and vineyards
- investigating the role of science in the development of technology important to the economies and communities of the Asia–Pacific regions, for example car manufacture, earthquake prediction and electronic optics

People use understanding and skills from across the disciplines of science in their occupations (ACSHE227)



- recognising the role of knowledge of the environment and ecosystems in a number of occupations
- considering how engineers improve energy efficiency of a range of processes
- recognising the role of knowledge of cells and cell divisions in the area of disease treatment and control
- investigating how scientists have created new materials such as synthetic fibres, heat-resistant plastics and pharmaceuticals

Science Inquiry Skills

Questioning and predicting

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139)

Elaborations

- considering whether investigation using available resources is possible when identifying questions or problems to investigate
- recognising that the solution of some questions and problems requires consideration of social, cultural, economic or moral aspects rather than or as well as scientific investigation
- using information and knowledge from their own investigations and secondary sources to predict the expected results from an investigation

Planning and conducting

Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140)

Elaborations

- working collaboratively to decide how to best approach an investigation
- identifying any ethical considerations that may apply to the investigation
- taking into consideration all aspects of fair testing, available equipment and safe investigation when planning investigations

In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task (AC SIS141)

- using specialised equipment to increase the accuracy of measurement within an investigation
- identifying and explaining the differences between controlled, dependent and independent variables

Processing and analysing data and information

Elaborations

Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate (AC SIS144)

- describing measures of central tendency and identifying outliers for quantitative data
- explaining the strengths and limitations of representations such as physical models, diagrams and simulations in terms of the attributes of systems included or not included

Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions (AC SIS145)

- constructing tables, graphs, keys and models to represent relationships and trends in collected data
- drawing conclusions based on a range of evidence including primary and secondary sources

Evaluating

Elaborations

Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method (AC SIS146)

- suggesting improvements to investigation methods that would improve the accuracy of the data recorded
- discussing investigation methods with others to share ideas about the quality of the inquiry process

Use scientific knowledge and findings from investigations to evaluate claims (AC SIS234)

- identifying the scientific evidence available to evaluate claims
- deciding whether or not to accept claims based on scientific evidence
- identifying where science has been used to make claims relating to products and practices

Communicating

Elaborations

Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate (AC SIS148)

- using digital technologies to construct a range of text types to present science ideas
- Selecting and using appropriate language and representations to communicate science ideas within a specified text type and for a specified audience

Level 8 achievement standard

By the end of Level 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.



Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

Level 9

The **Science Inquiry Skills** and the **Science as a Human Endeavour** strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standards and also to the content of the **Science Understanding** strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

Over Levels 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. In Level 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Science Understanding

Biological sciences	Elaborations
<p>Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)</p> 	<ul style="list-style-type: none"> describing how the requirements for life (for example oxygen, nutrients, water and removal of waste) are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems explaining how body systems work together to maintain a functioning body using models, flow diagrams or simulations identifying responses using nervous and endocrine systems investigating the response of the body to changes as a result of the presence of micro-organisms investigating the effects on humans of exposure to electromagnetic radiations such as X-rays and microwaves
<p>Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)</p> 	<ul style="list-style-type: none"> exploring interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease examining factors that affect population sizes such as seasonal changes, destruction of habitats, introduced species considering how energy flows into and out of an ecosystem via the pathways of food webs, and how it must be replaced to maintain the sustainability of the system investigating how ecosystems change as a result of events such as bushfires, drought and flooding
Chemical sciences	Elaborations

All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177)

- describing and modelling the structure of atoms in terms of the nucleus, protons, neutrons and electrons
- comparing the mass and charge of protons, neutrons and electrons
- describing in simple terms how alpha and beta particles and gamma radiation are released from unstable atoms

Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178)

- identifying reactants and products in chemical reactions
- modelling chemical reactions in terms of rearrangement of atoms
- describing observed reactions using word equations
- considering the role of energy in chemical reactions
- recognising that the conservation of mass in a chemical reaction can be demonstrated by simple chemical equations

Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)



- investigating reactions of acids with metals, bases, and carbonates
- investigating a range of different reactions to classify them as exothermic or endothermic
- recognising the role of oxygen in combustion reactions and comparing combustion with other oxidation reactions
- comparing respiration and photosynthesis and their role in biological processes
- describing how the products of combustion reactions affect the environment

Earth and space sciences

Elaborations

The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)

- recognising the major plates on a world map
- modelling sea-floor spreading
- relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries
- considering the role of heat energy and convection currents in the movement of tectonic plates
- relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history

Physical sciences

Elaborations

Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)

- exploring how and why the movement of energy varies according to the medium through which it is transferred
- discussing the wave and particle models and how they are useful for understanding aspects of phenomena
- investigating the transfer of heat in terms of convection, conduction and radiation, and identifying situations in which each occurs
- understanding the processes underlying convection and conduction in terms of the particle model
- investigating factors that affect the transfer of energy through an electric circuit
- exploring the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light

Science as a Human Endeavour

Nature and development of science

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE157)



Elaborations

- investigating the historical development of models of the structure of the atom
- investigating how the theory of plate tectonics developed, based on evidence from sea-floor spreading and occurrence of earthquakes and volcanic activity
- considering how ideas about disease transmission have changed from medieval time to the present as knowledge has developed
- investigating the work of scientists such as Rutherford, Pierre and Marie Curie on radioactivity and subatomic particles
- investigating how models can be used to predict the changes in populations due to environmental changes, such as the impact of flooding or fire on rabbit or kangaroo populations

Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158)



- considering how common properties of electromagnetic radiation relate to its uses, such as radar, medicine, mobile phone communications and microwave cooking
- investigating technologies involved in the mapping of continental movement
- considering how the development of imaging technologies have improved our understanding of the functions and interactions of body systems

Use and influence of science

Elaborations

People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE160)

- using knowledge of science to test claims made in advertising or expressed in the media
- describing how science is used in the media to explain a natural event or justify actions
- evaluating claims relating to products such as electrical devices, fuels, indigestion tablets
- considering the impacts of human activity on an ecosystem from a range of different perspectives

Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE161)

- investigating how technologies using electromagnetic radiation are used in medicine, such as in the detection and treatment of cancer
- investigating the use of nanotechnology in medicine, such as the delivery of pharmaceuticals
- considering the impact of technological advances developed in Australia, such as the cochlear implant and bionic eye
- considering how communication methods are influenced by new mobile technologies that rely on electromagnetic radiation
- recognising aspects of science, engineering and technology within careers such as medicine, medical technology, telecommunications, biomechanical engineering, pharmacy and physiology

The values and needs of contemporary society can influence the focus of scientific research (ACSHE228)



- considering how technologies have been developed to meet the increasing needs for mobile communication
- investigating how scientific and technological advances have been applied to minimising pollution from industry
- considering how choices related to the use of fuels are influenced by environmental considerations
- investigating the work of Australian scientists such as Fiona Wood and Marie Stoner on artificial skin
- considering safe sound levels for humans and implications in the workplace and leisure activities
- investigating contemporary science issues related to living in a Pacific country located near plate boundaries, for example Japan, Indonesia, New Zealand

Science Inquiry Skills

Questioning and predicting

Elaborations

Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)

- using internet research to identify problems that can be investigated
- evaluating information from secondary sources as part of the research process
- revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified
- developing ideas from students own or others' investigations and experiences to investigate further

Planning and conducting

Elaborations

Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165)

- explaining the choice of variables to be controlled, changed and measured in an investigation
- identifying the potential hazards of chemicals or biological materials used in experimental investigations
- ensuring that any investigation involving or impacting on animals is justified, humane and considerate of each animal's needs
- using modelling and simulations, including using digital technology to investigate situations and events
- combining research using primary and secondary sources with students' own experimental investigation
- considering how investigation methods and equipment may influence the reliability of collected data

Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (ACSIS166)

- using probes and data loggers to record information
- applying specific skills for the use of scientific instruments

Processing and analysing data and information

Elaborations

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169)

- using spreadsheets to present data in tables and graphical forms and to carry out mathematical analyses on data
- describing sample properties (such as mean, median, range, large gaps visible on a graph) to predict characteristics of the larger population
- designing and constructing appropriate graphs to represent data and analysing graphs for trends and patterns

Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)

- comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate
- suggesting more than one possible explanation of the data presented

Evaluating

Elaborations

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (AC SIS171)

- identifying gaps or weaknesses in conclusions (their own or those of others)
- identifying alternative explanations that are also consistent with the evidence

Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems (AC SIS172)

- discussing what is meant by 'validity' and how we can evaluate the validity of information in secondary sources
- researching the methods used by scientists in studies reported in the media
- describing how scientific arguments are used to make decisions regarding personal and community issues

Communicating

Elaborations

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (AC SIS174)

- presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions
- using secondary sources as well as students' own findings to help explain a scientific concept
- using the internet to facilitate collaboration in joint projects and discussions

Level 9 achievement standard

By the end of Level 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Level 10


The *Science Inquiry Skills* and *Science as a Human Endeavour* strands are described across a two-level band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the *Science Understanding* strand for the relevant level to ensure that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content should be taught in an integrated way.

The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

In the Level 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Science Understanding

Biological sciences	Elaborations
The transmission of heritable characteristics from one generation to the next involves DNA and genes (ACSSU184)	<ul style="list-style-type: none"> describing the role of DNA as the blueprint for controlling the characteristics of organisms using models and diagrams to represent the relationship between DNA, genes and chromosomes recognising that genetic information passed on to offspring is from both parents by meiosis and fertilisation representing patterns of inheritance of a simple dominant/recessive characteristic through generations of a family predicting simple ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive gene pairs or in genes that are sex-linked describing mutations as changes in DNA or chromosomes and outlining the factors that contribute to causing mutations
The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)	<ul style="list-style-type: none"> outlining processes involved in natural selection including variation, isolation and selection describing biodiversity as a function of evolution investigating changes caused by natural selection in a particular population as a result of a specified selection pressure such as artificial selection in breeding for desired characteristics relating genetic characteristics to survival and reproductive rates evaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species

Chemical sciences	Elaborations
<p>The atomic structure and properties of elements are used to organise them in the Periodic Table (ACSSU186)</p>	<ul style="list-style-type: none"> ● recognising that elements in the same group of the periodic table have similar properties ● describing the structure of atoms in terms of electron shells ● explaining how the electronic structure of an atom determines its position in the periodic table and its properties ● investigating the chemical activity of metals
<p>Different types of chemical reactions are used to produce a range of products and can occur at different rates (ACSSU187)</p>	<ul style="list-style-type: none"> ● investigating how chemistry can be used to produce a range of useful substances such as fuels, metals and pharmaceuticals ● predicting the products of different types of simple chemical reactions ● using word or symbol equations to represent chemical reactions ● investigating the effect of a range of factors, such as temperature and catalysts, on the rate of chemical reactions
Earth and space sciences	Elaborations
<p>The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)</p>	<ul style="list-style-type: none"> ● identifying the evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiation ● recognising that the age of the universe can be derived using knowledge of the Big Bang theory ● describing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang
<p>Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere (ACSSU189)</p> 	<ul style="list-style-type: none"> ● investigating how human activity affects global systems ● modelling a cycle, such as the water, carbon, nitrogen or phosphorus cycle within the biosphere ● explaining the causes and effects of the greenhouse effect ● investigating the effect of climate change on sea levels and biodiversity ● considering the long-term effects of loss of biodiversity ● investigating currently occurring changes to permafrost and sea ice and the impacts of these changes ● examining the factors that drive the deep ocean currents, their role in regulating global climate, and their effects on marine life
Physical sciences	Elaborations

Energy conservation in a system can be explained by describing energy transfers and transformations (ACSSU190)



- recognising that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation
- recognising that in energy transfer and transformation, a variety of processes can occur, so that the usable energy is reduced and the system is not 100% efficient
- comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping
- using models to describe how energy is transferred and transformed within systems

The motion of objects can be described and predicted using the laws of physics (ACSSU229)

- gathering data to analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration
- recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it
- using Newton's Second Law to predict how a force affects the movement of an object
- recognising and applying Newton's Third Law to describe the effect of interactions between two objects

Science as a Human Endeavour

Nature and development of science

Elaborations

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE191)



- considering the role of different sources of evidence including biochemical, anatomical and fossil evidence for evolution by natural selection
- investigating the development of the Watson and Crick double helix model for the structure of DNA
- investigating the history and impact of developments in genetic knowledge
- investigating the development of the periodic table and how this was dependent on experimental evidence at the time
- considering the role of science in identifying and explaining the causes of climate change
- recognising that Australian scientists such as Brian Schmidt and Penny Sackett are involved in the exploration and study of the universe

Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE192)



- recognising that the development of fast computers has made possible the analysis of DNA sequencing, radio astronomy signals and other data
- considering how computer modelling has improved knowledge and predictability of phenomena such as climate change and atmospheric pollution
- researching examples of major international scientific projects, for example the Large Hadron Collider and the International Space Station
- considering how information technology can be applied to different areas of science such as bioinformatics and the Square Kilometre Array

Use and influence of science

Elaborations

People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (ACSHE194)



- describing how science is used in the media to explain a natural event or justify people's actions
- using knowledge of science to test claims made in advertising
- considering the scientific knowledge used in discussions relating to climate change
- evaluating claims relating to environmental footprints

Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities (ACSHE195)



- predicting future applications of aspects of nanotechnology on people's lives
 - recognising that the study of the universe and the exploration of space involve teams of specialists from the different branches of science, engineering and technology
 - considering how the computing requirements in many areas of modern science depend on people working in the area of information technology
 - investigating the applications of gene technologies such as gene therapy and genetic engineering
 - recognising that scientific developments in areas such as sustainable transport and low-emissions electrical generation require people working in a range of fields of science, engineering and technology
-

The values and needs of contemporary society can influence the focus of scientific research (ACSHE230)



- investigating technologies associated with the reduction of carbon pollution, such as carbon capture
- considering innovative energy transfer devices, including those used in transport and communication
- investigating the use and control of CFCs based on scientific studies of atmospheric ozone
- recognising that financial backing from governments or commercial organisations is required for scientific developments and that this can determine what research is carried out
- considering the use of genetic testing for decisions such as genetic counselling, embryo selection, identification of carriers of genetic mutations and the use of this information for personal use or by organisation such as insurance companies or medical facilities

Science Inquiry Skills

Questioning and predicting

Formulate questions or hypotheses that can be investigated scientifically (ACSIS198)

Elaborations

- developing hypotheses based on well-developed models and theories
- using internet research to identify problems that can be investigated
- formulating questions that can be investigated within the scope of the classroom or field with available resources
- developing ideas from students own or others' investigations and experiences to investigate further
- evaluating information from secondary sources as part of the research process

Planning and conducting

Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS199)

Elaborations

- combining research using primary and secondary sources with a student's own experimental investigation
 - using modelling and simulations, including using digital technology, to investigate situations and events
 - Deciding how much data are needed to produce reliable measurements
 - considering possible confounding variables or effects and ensuring these are controlled
 - identifying the potential hazards of chemicals or biological materials used in experimental investigations
 - identifying safety risks and impacts on animal welfare and ensuring these are effectively managed within the investigation
-

Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data (ACSIS200)

- selecting and using probes and data loggers to record information
- applying specific skills for the use of scientific instruments
- identifying where human error can influence the reliability of data

Processing and analysing data and information

Elaborations

Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS203)

- using spreadsheets to present data in tables and graphical forms and to carry out mathematical analyses on data
- describing sample properties (such as mean, median, range, large gaps visible on a graph) to predict characteristics of the larger population, acknowledging uncertainties and the effects of outliers
- exploring relationships between variables using spreadsheets, databases, tables, charts, graphs and statistics

Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS204)

- using primary or secondary scientific evidence to support or refute a conclusion
- constructing a scientific argument showing how their evidence supports their claim

Evaluating

Elaborations

Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS205)

- evaluating the strength of a conclusion that can be inferred from a particular data set
- distinguishing between random and systematic errors and how these can affect investigation results
- identifying alternative explanations that are also consistent with the evidence

Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems (ACSIS206)

- researching the methods used by scientists in studies reported in the media
- judging the validity of science-related media reports and how these reports might be interpreted by the public
- describing how scientific arguments, as well as ethical, economic and social arguments, are used to make decisions regarding personal and community issues

Communicating

Elaborations

Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (AC SIS208)

- using the internet to facilitate collaboration in joint projects and discussions
- constructing evidence based arguments and engaging in debate about scientific ideas
- presenting results and ideas using formal experimental reports, oral presentations, slide shows, poster presentations and contributing to group discussions
- using a range of representations, including mathematical and symbolic forms, to communicate science ideas

Level 10 achievement standard

By the end of Level 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

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Introduction to Thinking Processes

Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor and evaluate one's own thinking, and refine and transform ideas and beliefs.

The Thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for students to function effectively in society, both within and beyond school.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking to a qualitatively higher level. Students need to be supported to move beyond the lower-order cognitive skills of recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualising. In addition, they need to develop the capacity for metacognition – the capacity to reflect on and manage their own thinking. This can only happen if the school and classroom culture values and promotes thinking and if students are provided with sufficient time to think, reflect, and engage in sustained discussion, deliberation and inquiry. Students need challenging tasks which stimulate, encourage and support skilful and effective thinking.

A focus on the development of thinking competencies within specific areas of the curriculum and across it not only serves as a core integrative function, it also has the potential to provide continuity in approaches to learning from Foundation to Level 10 and to emphasise the view that such knowledge, skills and behaviours are important to lifelong learning. To emphasise this, teachers model skilful and effective thinking and make their own thinking explicit as part of their everyday practice.

Thinking skills can be defined in a variety of ways. Many different taxonomies and models for teaching thinking have been developed. Each classification scheme has its strengths and weaknesses. However, whatever the system or systems being used, all seek to improve the quality of student thinking.

Structure of the Thinking Processes Domain

The Thinking Processes domain in AusVELS uses an eleven level structure to both reflect the design of the new Australian Curriculum and to provide a consistent structure across all the AusVELS domains (for more details, please see [Overview](#)).

Each level includes a learning focus statement and, from Level 3, a set of standards organised by dimension.

Learning focus

Learning focus statements are written for each level. These outline the learning that students need to focus on if they are to progress in the domain and achieve the standards at the levels where they apply. They suggest appropriate learning experiences from which teachers can draw to develop relevant teaching and learning activities.

Standards

Standards define what students should know and be able to do at different levels and are written for each dimension. In Thinking Processes, standards for assessing and reporting on student achievement apply from Level 3.

Dimensions

Standards in the Thinking Processes domain are organised in three dimensions:

- **Reasoning, processing and inquiry**

- **Creativity**
- Reflection, evaluation and metacognition.

Reasoning, processing and inquiry

The **Reasoning, processing and inquiry** dimension encompasses the knowledge, skills and behaviours required to enable students to inquire into the world around them, and to use critical thinking to analyse and evaluate information they encounter. Students learn to assemble and question information and develop opinions based on informed judgments. They also develop the capacity to transform information into coherent knowledge structures.

Creativity

The capacity to think creatively is a central component of being able to solve problems and be innovative. In the **Creativity** dimension, students learn to seek innovative alternatives and use their imagination to generate possibilities. They learn to take risks with their thinking and make new connections.

Reflection, evaluation and metacognition

Learning is enhanced when individuals develop the capacity to reflect on, and refine their existing ideas and beliefs. In the **Reflection, evaluation and metacognition** dimension, students learn to reflect on what they know and develop awareness that there is more to know. They learn to question their perspectives and those of others. They evaluate the validity of their own and others' ideas. They also develop their metacognitive skills in planning, monitoring and evaluating their own thinking processes and strategies.

Stages of Learning in Thinking Processes

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through three stages of learning.

The following statements describe ways in which these characteristics relate to learning experiences and standards in each of the three stages of learning in the Thinking Processes domain.

Our understanding of how we construct and deconstruct thoughts is not an exact science; no two thinking styles are the same, preferences change over time, and students are unique individuals.

Students tend to progress from being concrete to abstract thinkers as they develop increasing expertise in a learning domain, and across the domains. This is to some extent a developmental process. However, it is also affected by other factors, such as levels of interest, context and the quality of instruction.

Concrete thinkers are likely to create meaning most effectively when knowledge and skills are developed sequentially, one step at a time, using logical processes. When students engage in concrete thinking, they tend to interpret information in terms of its practicality or usefulness. They have a preference for kinaesthetic or visual ways of receiving information, and tend to like questions that have an answer, rather than questions that are purely speculative.

Abstract thinkers are able to make connections and transfer knowledge with greater flexibility than concrete thinkers. When students engage in abstract thinking, they tend to think in ideas or representations. They speculate about possibilities and conclusions, and develop beliefs on the basis of these. Abstract thinkers are more capable of building meaning in non-linear forms by creating patterns and overall frameworks. They are more likely to have insights in random ways.

Foundation to Level 4 – Laying the foundations

Thinking Processes

We build our brains through experience, both real and perceived. Knowledge grows as our neurons make new connections, and as they increase or decrease the strength of existing networks in the brain. Information enters the brain through existing networks of neurons. It is these existing networks, this prior knowledge, which is the basis for constructing new understanding. We learn by attaching the new to the old, always building on what has gone before. Sometimes the old networks are so powerful that they become a barrier to new knowledge and we often carry childhood beliefs with us for a lifetime, even when we know that they are technically incorrect.

From birth, children use all of their available senses to give meaning to their world. The thinking brain evolved by building on parts that are involved in emotion and feelings, causing thinking and feeling to be intricately linked. Feelings directly influence our thoughts, behaviours and attitudes: for instance, stress may lead to impaired cognition and fear may result in the physical deterioration of memory systems; novelty and positive stimulation may lead to a heightened level of alertness and motivation. Our emotions can distract, as well as motivate. The capacity to manage emotions so that they are compatible with a task is a key thinking skill. Students who learn to manage their impulses early in schooling are more inclined to maintain thought-conducive emotional states for example, being persistent, calm and contemplative.

Children build their ability to reason from a context, or environment. The environment provides the practices, assumptions and values upon which reasoning is constructed. It follows that if students fail to understand the norms and values of a classroom, they will have difficulty understanding the reasoning that flows from those norms and values, and they will be subsequently hindered in their capacity to transfer that socialising skill to more formal applications.

At this stage, students learn discrete knowledge, skills and behaviours that develop their thinking. They make comparisons, identifying similarities and differences; they classify objects according to common properties; they learn about sequences and other patterns; they experiment with cause and effect; and they learn about the link between memory and understanding. These discrete thinking tools form the basis for becoming effective thinkers with respect to more complex patterns and frameworks.

Students build these thinking processes in concrete ways, hence physical representations of ideas and patterns help them to understand, explore, organise and reflect. The seeds of complex thinking processes are apparent in this stage of learning when students are generating questions and seeking answers, experimenting, employing trial and error, and drawing on existing knowledge to understand a new task. They are beginning to understand that complex thinking may lead to a change of viewpoint.

Levels 5 to 8 – Building breadth and depth

This stage of learning marks the shift from intrinsic to extrinsic motivation. At school, students become increasingly independent of family, and more aligned with peers. Independence implies a demand for self-determination in all aspects of life, including thinking and learning. Young people begin making choices about what is important and unimportant, what is relevant and what is not. They begin to comprehend that certainty is rarely guaranteed, that the world is full of complexity and contradiction: there may be more than one answer to a question and sometimes there is no answer.

The adolescent brain remains in the process of development. The parietal and temporal areas mediating spatial, sensory, auditory and language functions appear largely developed, but the frontal lobes are still maturing. Consequently, students are still developing their capacities in matters such as planning, organising, and anticipating consequences. It is critical that students methodically practise these skills. Between the ages of 10 and 14 levels, the brain goes through a period when synaptic pruning occurs at twice the rate compared to any other stage in life. The brain is actively hard-wiring itself, strengthening and increasing connections to improve capacity in areas that are being used, and discarding connections in areas that are not being used, or are under-utilised.

Thinking Processes

It is important that students begin the shift from directed and discrete thinking tasks, to using thinking skills in a more flexible and discretionary way. They do this, in part, by involving themselves in extended projects with a plan and an outcome. They practise applying knowledge and diverse thinking skills to specific problems, and reflect on their work – what they have done competently and what they might improve, what they enjoyed, and what they learned from others. They repeat some tasks, and they consider how they might apply knowledge, skills and behaviours to other applications and aspects of their lives. (This transition is complex and occurs over many levels, with development and specialisation continuing beyond schooling).

Peers become a key influence on attitudes. Students will at times be consumed by their peer relationships, both emotionally and cognitively. Many of their complex thinking skills will be conceived in the environment of their interpersonal experiences. They will transfer these skills to more formal applications, especially when the importance of these experiences is recognised and utilised by their teachers. At this stage, ethics and morality are extended into universal values that inform friendship, culture and nationhood. Theories, laws, principles and models add meaning to social and physical environments, both local and universal.

With the cognitive centres of the brain still developing, the emotional centres are more active. With other physical changes also occurring during this stage, young people are more sensitive to, and influenced by, emotions than at other times in their lives. Consequently, as thinkers they will be more responsive to experiential activities, as opposed to activities that are solely driven by concepts and theory. The awareness, understanding and use of feelings and senses become central to the development of thinking skills such as perception, understanding, memorising, abstracting, analysing and decision making.

Levels 9 to 10 – Developing pathways

By the time students reach Level 9 they are well into adolescence and are beginning to look towards their future roles in life. They are reflecting and re-orienting themselves, developing a personal point of view and a personal place in life, and obligations, responsibility, and social expectations are becoming more prominent. These new responsibilities and expectations can be seen as adventure, learning and growth; they can also instil fear, loss of confidence, and insecurity. Adolescents are maturing physically at younger ages and entering the adult world of work and family at older ages; this has led to less clear roles for both parents and adolescents. Students are becoming independent of family by acquiring a personal point of view in relation to civics, ethics, beliefs and values. Peers become an increasing source of support and influence. At this stage, some students may reach an awareness of universal values and ethical principles.

Motivation and effort will be linked with a sense of identity, purpose, and beliefs about self. Many activities and experiences at school may not trigger curiosity, activate information seeking or develop competence. However, in relation to a broader perspective of the self, it is important that students understand the need to do well at school to prepare for the pursuit of life choices and/or career goals. The development of emotional management and positive coping skills are key thinking-related behaviours in this stage of learning, correlating with students being consistently task focused and able to persist through to achievement.

Competent learners are beginning to use more specialised cognitive strategies than in earlier levels. They are developing coherent structures of knowledge and beginning to build expertise. They begin to understand the methodologies, language, skills and behaviours associated with discrete learning domains. They express preferences for particular styles of thinking and learning, and these preferences tend to inform motivation and competence. Their beliefs about personal strengths and weaknesses influence their levels of effort and personal choice. This in turn, is often reinforced by the development of strategies and habits.

Increased specialisation requires the development of routine study, organisational, note-taking and examination preparation habits. These gradually increase in complexity, requiring students to develop cognitive skills such as the use of deliberate memory and concentration techniques, and the adaptable use of graphic representations for ideas, thinking processes and frameworks.

Thinking Processes

Students continue to refine research methodologies, employing complex questioning, and forming conclusions and communicating data using a variety of media. Previously recognised patterns become theories, laws, principles and models. With encouragement and guidance from their teachers, motivated students will identify the 'big' questions, and will engage in extended processes involving complex thinking. They will (creatively) construct and (use critical analysis to) deconstruct ideas, concepts, events and objects. They will compare, classify, induct and deduct, analyse, detect errors, construct support, abstract, judge, problem solve, experiment, invent, investigate, apply and transfer, in flexible and deliberate ways. They will reflect on the effectiveness and usefulness of these endeavours. In this way, they will be developing creative and critical thinking abilities, and applying them to the expansion of their knowledge and skills.

Foundation level

Learning Focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore a wide variety of familiar contexts. With encouragement and support, they wonder, question and become adventurous in their thinking about these contexts. Students practise using all of their senses to develop skills in making observations which they share and record.

Students begin to look for simple patterns in their observations by classifying familiar items and by looking for similarities and differences. In integrating information from their own observations, information from peers, teachers and other adults, and information from print and non-print texts, they begin to develop simple explanations for the phenomena they observe. These explanations – not necessarily complete - are the starting point for further questions and exploration. When students consider the explanations of others, they begin to ask, ‘How do you know?’ and ‘What makes you think that?’ and consider a range of possible responses.

Students use a range of simple thinking tools to gather and process information. They reflect on their thinking (for example, why they think what they think about a text) and take time to consider before responding.

Standards

In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 1

Learning Focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people's explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.

Students practise ordering and sequencing their ideas. They begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications. They use a variety of thinking tools to assist with recognising patterns in surrounding events and objects.

When presented with simple problems, students work with peers to develop a range of creative solutions and test their effectiveness against given criteria. Prompted by questions, they begin to reflect on their thinking processes.

Standards

In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 2

Learning Focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore the community and environment around them, and increasingly consider contexts and information which lie beyond their immediate experience. Questions and wondering are encouraged, recorded and shared, and become the basis for further learning.

Students develop their skills in making accurate observations about people and events, and they begin to use a variety of means to record their observations. They develop their own explanations for the observations they make and learn to question the accuracy of other people's explanations. They begin to understand that people are more likely to believe an explanation if evidence or reasons are provided. They develop their skills in using a range of sources of information when investigating selected questions.

Students practise ordering and sequencing their ideas. They begin to classify concepts, objects and ideas using given criteria and describe, compare and contrast these classifications. They use a variety of thinking tools to assist with recognising patterns in surrounding events and objects.

When presented with simple problems, students work with peers to develop a range of creative solutions and test their effectiveness against given criteria. Prompted by questions, they begin to reflect on their thinking processes.

Standards

In Thinking Processes, standards for assessing and reporting on student achievement are introduced at Level 3. The learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 4.

Level 3

Learning Focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

With thinking tools to assist them, students begin to ask more focused and clarifying questions. They develop skills in collecting and organising ideas from a range of sources to construct knowledge. They learn to question the validity of sources, communicate and record their questions, responses and thoughts, and give reasons for conclusions.

Students participate in a variety of investigations and activities involving problem solving that encourage them to experiment with a range of creative solutions. They begin to reflect on the approaches they use to assist them to form their solutions. They explore ideas creatively; for example, by engaging with new ideas and other perspectives.

Students give reasons for changes that may occur in their thinking. They begin to recognise that others may have different opinions and understand that reasoning can be influenced by strong feelings. They begin to question arguments presented to them; for example, those based on the assertion that 'everybody knows' or 'I just know'.

Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.

Standards

At Level 3, students are working toward the Level 4 standards.

Level 4

Learning Focus

As students work towards the achievement of Level 4 standards in Thinking Processes, they explore aspects of their natural, constructed and social world, wondering and developing questions about it. They use a range of sources of information including observations and findings from their own investigations to answer these questions. Students develop strategies for organising and summarising information and reflecting on their thinking. They begin to categorise knowledge and ideas, identify patterns, and form generalisations. They learn to make connections between both new and established ideas and their own knowledge.

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Students develop language to describe specific thinking processes and, with support, use thinking tools to assist them to complete a given task. They continue to reflect regularly on their thinking, learning to describe their thinking processes verbally.

Standards

Reasoning, processing and inquiry

At Level 4, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity

At Level 4, students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.

Reflection, evaluation and metacognition

At Level 4, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.

Level 5

Learning Focus

As students work towards the achievement of Level 6 standards in Thinking Processes, they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.

Using these questions as a basis, students undertake investigations independently and with others. Their investigations include time for sustained discussion, deliberation and inquiry, with teachers providing appropriate tools and support in this process. Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion. They develop an understanding of how our views are socially constructed and not always based on evidence.

Students increase their repertoire of thinking strategies for gathering and processing information. These include identifying simple cause and effect, elaborating and analysing, and developing logical arguments. They begin to consider which strategies may be most appropriate for particular learning contexts. They increasingly focus on tasks that require flexible thinking for decision making, synthesis and creativity.

Students participate in activities in which they identify problems that need to be solved. They use a range of techniques to represent the problem and, working individually and with others, develop a range of creative solutions and explore the advantages of generating unconventional rather than conventional solutions. They begin to develop criteria to select and prioritise possible solutions.

They learn to make links between ideas and use portfolios and/or journals to reflect on how their ideas and beliefs change over time. In structured activities, they practise transferring their knowledge to new contexts.

Standards

At Level 5, students are working toward the Level 6 standards.

Level 6

Learning Focus

As students work towards the achievement of Level 6 standards in Thinking Processes, they make observations and pose questions about people and events within and beyond their own experience, and develop a growing awareness of the complexity of the world around them.

Using these questions as a basis, students undertake investigations independently and with others. Their investigations include time for sustained discussion, deliberation and inquiry, with teachers providing appropriate tools and support in this process. Students develop strategies to find suitable sources of information and they learn to distinguish between fact and opinion. They develop an understanding of how our views are socially constructed and not always based on evidence.

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They learn to make links between ideas and use portfolios and/or journals to reflect on how their ideas and beliefs change over time. In structured activities, they practise transferring their knowledge to new contexts.

Standards

Reasoning, processing and inquiry

At Level 6, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Creativity

At Level 6, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

Reflection, evaluation and metacognition

At Level 6, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Level 7

Learning Focus

As students work towards the achievement of Level 8 standards in Thinking Processes, they participate in increasingly complex investigations and activities in which they seek evidence to support their conclusions, and investigate the validity of other people's ideas; for example, by testing the credibility of differing accounts of the same event, questioning conclusions based on very small or biased samples of data, and identifying and questioning generalisations. From such investigations and activities, students learn to make and justify changes to their thinking and develop awareness that others may have perceptions different from their own.

Students draw on an increasing range of contexts to formulate the questions that drive their investigations. They participate in challenging tasks that stimulate, encourage and support the development of their thinking. They apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information. They gather information from a variety of sources and begin to distinguish between different types (for example, quantitative and qualitative) and sources (primary and secondary) of data. They begin to synthesise both self-selected and teacher-directed information to make meaning. They recognise the complexity of many of the ideas and concepts they are exploring and use a range of thinking strategies to develop connections.

Students increasingly focus on tasks that require creative thinking for understanding, synthesis and decision making. They develop creative thinking behaviours and strategies through flexible approaches; for example, considering alternative perspectives, suspending judgment, seeking new information and testing novel ideas. They evaluate alternative conclusions and perspectives using criteria developed individually and in collaboration with their peers.

Students reflect on their own learning, seeking to refine existing ideas and beliefs when provided with contradictory evidence. They develop their capacity to identify, monitor and evaluate the thinking skills and strategies they use. During their investigations and inquiries they use specific language to discuss their thinking and reflect on their thinking processes. They reflect on, modify and evaluate their thinking strategies.

Standards

At Level 7, students are working toward the Level 8 standards.

Level 8

Learning Focus

As students work towards the achievement of Level 8 standards in Thinking Processes, they participate in increasingly complex investigations and activities in which they seek evidence to support their conclusions, and investigate the validity of other people's ideas; for example, by testing the credibility of differing accounts of the same event, questioning conclusions based on very small or biased samples of data, and identifying and questioning generalisations. From such investigations and activities, students learn to make and justify changes to their thinking and develop awareness that others may have perceptions different from their own.

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Standards

Reasoning, processing and inquiry

At Level 8, students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They use a range of discipline-based methodologies. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.

Creativity

At Level 8, students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of contexts.

Reflection, evaluation and metacognition

Thinking Processes

At Level 8, students explain the purpose of a range of thinking tools and use them in appropriate contexts. They use specific language to describe their thinking and reflect on their thinking processes during their investigations. They modify and evaluate their thinking strategies. They describe and explain changes that may occur in their ideas and beliefs over time.

Level 9

Learning Focus

As students work towards the achievement of Level 10 standards in Thinking Processes, they become discriminating thinkers, capable of making informed decisions about controversial and complex issues. They are supported to put effort into sustained thinking in order to construct deep understanding of key concepts across the curriculum. They continually reflect on their own thinking and identify assumptions that may influence their ideas. They seek to develop coherent knowledge structures and recognise gaps in their understanding. They are challenged to identify, use, reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices.

Students begin to formulate and test hypotheses, contentions and conjectures and to collect evidence to support or reject them. They develop their skills in synthesising complex information and solving problems that include a wide range of variables. Students develop questioning techniques appropriate to the complexity of ideas they investigate, to probe into and elicit information from varying sources. They work with others to modify their initial questions and to develop further their understanding that sources of information may vary in their validity.

Students explore differing perspectives and issues in depth and identify a range of creative possibilities. They are encouraged to examine and acknowledge a range of perspectives on an issue and to accommodate diversity. They engage positively with novelty and difference and are innovative in the ways they define and work through tasks, and find solutions. They practise creative thinking behaviours and strategies to find solutions, synthesise information and understand complex ideas.

In inquiry projects, students select appropriate strategies and connect existing knowledge and new knowledge to process and organise information. They begin to analyse the relationships between ideas, and synthesise these to form coherent knowledge.

Students recognise that different disciplines use different methodologies to create and verify knowledge. They investigate a variety of discipline-based methodologies and reflect on their usefulness in different contexts; for example, the application of the scientific methodology of hypothesis, observation, data collection and conclusion in contexts other than science. They continue to evaluate their solutions using appropriate criteria and identify assumptions that may underpin a particular line of reasoning.

Standards

At Level 9, students are working toward the Level 10 standards.

Level 10

Learning Focus

As students work towards the achievement of Level 10 standards in Thinking Processes, they become discriminating thinkers, capable of making informed decisions about controversial and complex issues. They are supported to put effort into sustained thinking in order to construct deep understanding of key concepts across the curriculum. They continually reflect on their own thinking and identify assumptions that may influence their ideas. They seek to develop coherent knowledge structures and recognise gaps in their understanding. They are challenged to identify, use, reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices.

Students begin to formulate and test hypotheses, contentions and conjectures and to collect evidence to support or reject them. They develop their skills in synthesising complex information and solving problems that include a wide range of variables. Students develop questioning techniques appropriate to the complexity of ideas they investigate, to probe into and elicit information from varying sources. They work with others to modify their initial questions and to develop further their understanding that sources of information may vary in their validity.

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In inquiry projects, students select appropriate strategies and connect existing knowledge and new knowledge to process and organise information. They begin to analyse the relationships between ideas, and synthesise these to form coherent knowledge.

Students recognise that different disciplines use different methodologies to create and verify knowledge. They investigate a variety of discipline-based methodologies and reflect on their usefulness in different contexts; for example, the application of the scientific methodology of hypothesis, observation, data collection and conclusion in contexts other than science. They continue to evaluate their solutions using appropriate criteria and identify assumptions that may underpin a particular line of reasoning.

Standards

Reasoning, processing and inquiry

At Level 10, students discriminate in the way they use a variety of sources. They generate questions that explore perspectives. They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. They employ appropriate methodologies for creating and verifying knowledge in different disciplines. They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.

Creativity

Thinking Processes

At Level 10, students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.

Reflection, evaluation and metacognition

At Level 10, when reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their own and others' thinking and analyse alternative perspectives and perceptions. They explain the different methodologies used by different disciplines to create and verify knowledge. They use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks, and evaluate their effectiveness.