

Penola Catholic College

Learning and Teaching Program

2022



Penola
CATHOLIC COLLEGE
EST. 1995

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Learning Areas	Year 7	Year 8	Year 9	Year 10
The Arts	Drama Music Visual Arts	Drama Music Visual Arts	Drama Dance Music Studio Art Visual Communication Design Media Studies	Drama Dance Music Music Performance Theatre Studies & Design Studio Art Visual Communication Design – Environmental Visual Communication Design – Graphics Media Studies
English	English/EAL	English/EAL	English/EAL	English/EAL English Language Literature
Health & Physical Education	Physical Education	Health Education Physical Education	Health Education Physical Education Promoting Health & Wellbeing	Physical Education Exercise Science Healthy Living Cert II Outdoor Recreation
Humanities	History Geography	History Geography Economics Business	World War I Citizens & Democracy Our Abundant World Revolution & the Modern World CLIL (Italian) WWI/Citizens & Democracy	World War II Civil, Human Rights & the Law World of Business CLIL (Italian) World War II
Digital Technology -IT	Digital Technologies	Digital Technologies	My Program Rules: Coding and Robotics Creative IT: Designing Innovative Solutions	My Program Rules: Software and Game Development Creative IT: Data Analytics and Visualisations Business IT: Technology, Data and Communication
Languages	French Italian Japanese	French Italian Japanese CLIL Japanese (<i>Japanese & Humanities</i>) CLIL Italian (<i>RE, Humanities & Italian</i>) CLIL French (<i>Humanities & French</i>)	CLIL Italian (<i>Italian, RE & Humanities</i>) French Italian Japanese CLIL Japanese (<i>Japanese & RE</i>)	Semester 1: <ul style="list-style-type: none"> Italian Language and Culture French Language and Culture Japanese Language and Culture Semester 2: Italian <ul style="list-style-type: none"> Italian Discovery (a cultural & Gastronomical journey) New Gen Italians Japanese <ul style="list-style-type: none"> “Art It” through Japan French <ul style="list-style-type: none"> Taste & Travel French Speaking Countries Italian Language Advanced (full year subject) Japanese Language Advanced (full year subject)
Mathematics	Mathematics	Mathematics	Mathematics Enrichment Mathematics Foundation Mathematics	Mathematics Enrichment Mathematics Foundation Mathematics
Other Studies	STEAM / Project Based Learning	STEAM / Project Based Learning	STEAM / Project Based Learning <ul style="list-style-type: none"> Re-Design my Brain Is Australia Fair? Our Eco-Challenge 	N/A



Religious Education	Religious Education	Religious Education	Religious Education CLIL (Italian) Religious Education	Religious Education CLIL (Italian) Religious Education CLIL (Japanese) Religious Education
Science	Science	Science	Energy Matters Solve the mystery STEM in action	Biology -Genetics & Evolution Biology - Immunology & Disease Chemistry - Chemical Patterns Physics - Force, Energy & Motion Psychology Forensics
Technology	Design & Technology (Wood) Food Studies	Design & Technology (Wood) Food Studies	Design & Technology (Wood) Electronics Food Studies Textiles Technology	Design & Technology (Wood) Electronics Engineering Metal Food Design Food & Culture Textiles <ul style="list-style-type: none"> • Recyclable Fashion • Fibres & Fabrics

Learning Areas	Year 11	Year 12
Performing Arts	Drama 1 & 2 Dance 1 & 2 Music Performance 1 & 2 Certificate III in Music Industry (Sound Production) 1 & 2 (VET)	Drama 3 & 4 Dance 3 & 4 Music Performance 3 & 4 Certificate III in Music Industry (Sound Production) 3 & 4 (VET)
Visual Arts	Studio Art 1 & 2 Visual Communication – Design 1 & 2 Media Studies 1 & 2	Studio Art 3 & 4 Visual Communication – Design 3 & 4 Media Studies 3 & 4
English	English/EAL 1 & 2 English Language 1 & 2 Literature 1 & 2 Bridging EAL (Unit 1 & 2 only – no Year 12 equivalent)	English/EAL 3 & 4 English Language 3 & 4 Literature 3 & 4
Health & Physical Education	Health & Human Development 1 & 2 Outdoor & Environmental Studies 1 & 2 Physical Education 1 & 2 Cert III in Sport & Recreation 1 & 2 (VET)	Health & Human Development 3 & 4 Outdoor & Environmental Studies 3 & 4 Physical Education 3 & 4 Cert III in Sport & Recreation 3 & 4 (VET)
Humanities	Accounting 1 & 2 Business Management 1 & 2 Classical Studies 1 & 2 Economics 1 & 2 Geography 1 & 2 20th Century History 1 & 2 Legal Studies 1 & 2	Accounting 3 & 4 Business Management 3 & 4 Classical Studies 3 & 4 Economics 3 & 4 Geography 3 & 4 Australian History 3 & 4 Global Politics 3 & 4 Legal Studies 3 & 4
Digital Technology - IT	Applied Computing 1 & 2 Cert III in Information Technology (VET)	Software Development 3 & 4 Data Analytics 3 & 4 Cert III in IDMT Game Programming (VET) Cert III in Business (VET)
Languages	French 1 & 2 Italian 1 & 2 Japanese 1 & 2	French 3 & 4 Italian 3 & 4 Japanese 3 & 4
Mathematics	Specialist Maths 1 & 2 Maths Methods 1 & 2 General Maths M 1 & 2 General Maths F 1 & 2	Specialist Maths 3 & 4 Maths Methods 3 & 4 Further Maths 3 & 4
Religious Education	Religious Education Religion & Society 1 & 2	Religious Education Religion & Society 3 & 4
Science	Biology 1 & 2 Chemistry 1 & 2 Environmental Science 1 & 2 Physics 1 & 2 Psychology 1 & 2	Biology 3 & 4 Chemistry 3 & 4 Environmental Science 3 & 4 Physics 3 & 4 Psychology 3 & 4
Technology	Food Studies 1 & 2 Product Design & Technology (Textiles & Wood) 1 & 2 Systems Engineering 1 & 2 Cert II in Engineering 1 & 2 (VET) Cert II in Hospitality 1 & 2 (VET) Cert II in Kitchen Operations 1 & 2 (VET) Cert II in Salon Assistant 1 & 2 (VET) Cert II in Retail Cosmetics 1 & 2 (VET)	Food Studies 3 & 4 Product Design & Technology (Textiles & Wood) 3 & 4 Systems Engineering 3 & 4 Cert II in Engineering 3 & 4 (VET) Cert II in Hospitality 3 & 4 (VET) Cert II in Kitchen Operations 3 & 4 (VET) Cert III in Make-up (VET) <i>*only offered to Year 12 VCAL students</i>
VCAL	VCAL Numeracy VCAL Literacy VCAL Personal Development VCAL Work Related Skills 1 & 2	VCAL Numeracy VCAL Literacy VCAL Personal Development VCAL Work Related Skills 3 & 4



<p>VET</p> <p><i>These are subjects that are part of the VCAL program and are external to Penola Catholic College i.e. Kangan, Holmesglen, NCAT, Melbourne Polytechnic, Angliss etc.</i></p> <p>NOTE: Students cannot choose these VET subjects if they are doing VCE.</p>	<p>Allied Health Animal Studies Automotive Building & Construction Business Community Services Early Childhood Engineering Hospitality Horticulture Information Technology Kitchen Operations Landscaping Salon Assistant Retail Cosmetics Music Industry Plumbing</p>	<p>Allied Health Animal Studies Automotive Building & Construction Business Community Services Early Childhood Engineering Hospitality Horticulture Information Technology Kitchen Operations Landscaping Make-up Music Industry Plumbing</p>
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Drama

Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas	
Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama
Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles
Drama Practices	
Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces
Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements
Present and Perform	
Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft.	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience
Respond and Interpret	
Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect
Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their drama making	Analyse a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts
Achievement Standard	
<p>By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.</p> <p>Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama.</p>	<p>By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.</p> <p>Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama.</p>



Music

Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas	
Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects	Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music	Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions
Music Practices	
Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills	Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
Structure compositions by combining and manipulating the elements of music and using notation	Plan, develop, and notate compositions with an understanding of style and convention
Present and Perform	
Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style	Perform music applying techniques and expression to interpret the composer's use of the elements of music and compositional devices
Respond and Interpret	
Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music	Evaluate a range of performances and compositions to inform and refine their own music making
Identify and connect specific features and purposes of music from contemporary and past times including music of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their music making	Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts
Achievement Standard	
<p>By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music.</p> <p>Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations.</p>	<p>By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.</p> <p>Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.</p>

Visual Arts

Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas	
Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks	Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works
Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works	Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works
Visual Arts Practices	
Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks	Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes
Develop skills in planning and designing art works and documenting artistic practice	Conceptualise, plan and design art works that express ideas, concepts and artistic intentions
Present and Perform	
Create and display artworks, describing how ideas are expressed to an audience	Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
Respond and Interpret	
Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences	Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences
Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples	Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander peoples to explore differing viewpoints
Achievement Standard	
<p>By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning. Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.</p> <p>Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.</p>	<p>By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.</p> <p>Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences.</p>



Media Arts

Levels 9 and 10
Explore and Express Ideas
Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text
Manipulate media representations to identify and examine social and cultural values and beliefs
Media Arts Practices
Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style
Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes
Present and Perform
Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues
Respond and Interpret
Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts
Analyse and evaluate a range of media artworks from contemporary and past times, including the media artworks of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and enrich their media arts making
Achievement Standard
<p>By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.</p> <p>Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</p> <p>Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.</p>

Dance

Levels 7 and 8	Levels 9 and 10
Explore and Express Ideas	
Use safe dance practice, elements of dance, body actions and improvisations to explore ways of making literal movements into abstract movements	Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities
Develop their choreographic intent by applying the elements of dance to select and organise movement	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent
Music Practices	
Practise and refine technical and expressive skills in style-specific techniques	Practise and refine technical and expressive skills to develop proficiency in genre and style-specific techniques
Structure dances using choreographic devices and form	Structure dances using movement motifs, choreographic devices and form
Present and Perform	
Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent	Perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent
Respond and Interpret	
Analyse how choreographers use elements of dance and production elements to communicate intent	Evaluate their own choreography and performance, and that of others, to inform and refine future work
Identify and connect specific features of dance from different times and locations including dance of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their dance making	Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and develop understanding of dance practice across local, national and international contexts
Achievement Standard	
<p>By the end of Level 8 students choreograph and perform dances to communicate ideas and intentions. They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent. Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.</p> <p>Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform. They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance.</p>	<p>By the end of Level 10, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.</p> <p>Students analyse choreographers' use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.</p>



English

Level 7	Level 8	Level 9	Level 10
Reading and Viewing			
Language			
Language for interaction			
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 (VCELA368)	Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (VCELA397)	Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor (VCELA428)	Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (VCELA457)
Text structure and organisation			
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 (VCELA369)	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (VCELA398)	Understand that authors innovate with text structures and language for specific purposes and effects (VCELA429)	Compare the purposes, text structures and language features of traditional and contemporary texts in different media (VCELA458)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (VCELA399)	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 (VCELA430)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Expressing and developing ideas			
Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance (VCELA370)	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 (VCELA400)	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (VCELA431)	Evaluate the impact on audiences of different choices in the representation of still and moving images (VCELA459)
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 (VCELA371)	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (VCELA401)	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (VCELA432)	For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (VCELA402)	Explain how authors creatively use the structures of sentences and clauses for particular effects (VCELA433)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>

Phonics and word knowledge			
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Understand how spelling is used creatively in texts for particular effects (VCELA434)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Literature			
Literature and context			
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	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 (VCELT403)	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (VCELT435)	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (VCELT460)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (VCELT404)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>
Responding to literature			
Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (VCELT372)	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 (VCELT405)	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (VCELT436)	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 (VCELT461)
Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage (VCELT373)	Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (VCELT406)	Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (VCELT437)	Evaluate the social, moral and ethical positions represented in texts (VCELT462)
Examining literature			
Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (VCELT374)	Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (VCELT407)	Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (VCELT438)	Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (VCELT463)
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 (VCELT375)	Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody (VCELT408)	Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (VCELT439)	Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts (VCELT464)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Writing or Speaking and Listening</i>	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT409)	Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (VCELT440)	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 (VCELT465)



Literacy			
Texts in context			
Analyse and explain the effect of technological innovations on texts, particularly media texts (VCELY376)	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (VCELY410)	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (VCELY441)	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 (VCELY466)
Interpreting, analysing, evaluating			
Use prior knowledge and text processing strategies to interpret a range of types of texts (VCELY377)	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (VCELY411)	Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts (VCELY442)	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (VCELY467)
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (VCELY378)	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 (VCELY412)	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (VCELY443)	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts (VCELY468)
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (VCELY379)	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 (VCELY413)	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (VCELY444)	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (VCELY469)
Achievement Standards			
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.	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.	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.	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.

Level 7	Level 8	Level 9	Level 10
Writing			
Language			
Text structure and organisation			
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 (VCELA380)	Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (VCELA414)	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (VCELA445)	Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (VCELA470)
Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (VCELA381)	Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (VCELA415)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand conventions for citing others, and how to reference these in different ways (VCELA471)
Expressing and developing ideas			
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 (VCELA382)	Understand the effect of nominalisation in the writing of informative and persuasive texts (VCELA416)	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (VCELA446)	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts (VCELA472)
Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (VCELA383)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction (VCELA473)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (VCELA474)
Phonics and word knowledge			
Understand how to use spelling rules and word origins to learn new words and how to spell them (VCELA384)	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (VCELA417)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately (VCELA475)
Literature			
Creating literature			
Experiment with text structures and language features and their effects in creating literary texts (VCELT385)	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (VCELT418)	Experiment with the ways that language features, image and sound can be adapted in literary texts (VCELT447)	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (VCELT476)



Create literary texts that adapt stylistic features encountered in other texts (VCELT386)	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (VCELT419)	Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation (VCELT448)	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 (VCELT477)
<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	Create imaginative texts that make relevant thematic and intertextual connections with other texts (VCELT478)
Literacy			
Creating texts			
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 to a specific audience (VCELY387)	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 (VCELY420)	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 (VCELY449)	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 (VCELY479)
Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (VCELY388)	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts (VCELY421)	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (VCELY450)	Review, edit and refine own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects (VCELY480)
Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (VCELY389)	Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (VCELY422)	Publishing texts using a range of software, including word processing programs, flexibly and imaginatively (VCELY451)	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 (VCELY481)
Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts (VCELY390)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing or Speaking and Listening</i>
Achievement Standards			
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	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	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	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

grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.	and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.	persuasiveness of texts and using accurate spelling and punctuation.	punctuation when creating and editing texts.
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Level 7	Level 8	Level 9	Level 10
Speaking and Listening			
Language			
Language variation and change			
Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (VCELA391)	Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (VCELA423)	Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (VCELA452)	Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve (VCELA482)
Language for interaction			
Understand how accents, styles of speech and idioms express and create personal and social identities (VCELA392)	Understand how conventions of speech adopted by communities influence the identities of people in those communities (VCELA424)	Understand that roles and relationships are developed and challenged through language and interpersonal skills (VCELA453)	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (VCELA483)
Literature			
Literature and context			
Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (VCELT393)	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>	<i>For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing</i>
Responding to literature			
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 (VCELT394)	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (VCELT425)	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (VCELT454)	Reflect on, extend, endorse or refute others' interpretations of and responses to literature (VCELT484)
Literacy			
Interacting with others			
Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information (VCELY395)	Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives (VCELY426)	Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace	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 audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a



		(VCELY455)	subject (VCELY485)
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, using body language, voice qualities and other elements to add interest and meaning (VCELY396)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects (VCELY427)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (VCELY456)	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences (VCELY486)

Achievement Standards

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.	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.	Students 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.	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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Level CL	Level C1	Level C2	Level C3	Level C4
Mode: Speaking and Listening				
Strand: Communication				
Sub-strand: Communication				
Show understanding of some frequently occurring English words and phrases	Respond appropriately to a range of commonly encountered questions using short, familiar formulas or expressions	Provide information or assistance when requested in classroom interactions	Participate in conversations with a small range of speakers	Participate in conversations with fluent speakers that involve changes of topic and register
Negotiate meaning with supportive conversation partners	Negotiate transactions for different purposes	Negotiate interactions with reliance on an attentive conversation partner	Negotiate with peers and teachers in familiar informal and formal classroom situations	Negotiate with peers and teachers in the full range of classroom situations
Participate in familiar situations and learning activities	Communicate needs in common social and school routines	Participate in common school routines	Participate in a range of school routines in mainstream classrooms	Use available repertoire of spoken English to participate effectively in a mainstream classroom
Comprehend some familiar questions with support from the	Comprehend a simple spoken text	Understand the gist of context- reduced spoken	Interpret the main idea in texts, with some	Understand the point of view and message of an unfamiliar speaker, with



speaker		texts	support	minimal support
Identify single pieces of information from a short, spoken text	Extract essential information from short, simple texts relevant to personal experience	Extract specific information from spoken or visual texts, using guide questions from the teacher	Listen for specific information, using question, preview and prediction strategies	Extract key information or ideas from a variety of texts across the curriculum areas, with reduced support
Interact simply with peers in group work activities	Use basic collaborative language in cooperative group work	Interact with peers in routine pair or group work activities	Contribute to effective group work	Contribute to and manage effective group work
Express personal meanings non-verbally or using simple language	Exchange information in oral interactions	Express simple opinions and describe feelings	Use available English repertoire to discuss and justify a point of view on a familiar topic	Justify a point of view to peers with increasing confidence
Present a simple prepared response on a familiar topic	Contribute to a short dialogue or classroom interaction on a familiar topic	Present a short, prepared formal talk on a researched topic, using notes and props	Prepare and deliver an oral presentation, after modelling and support	Prepare and deliver an extended talk that reflects a clear progression of ideas relevant to the audience and purpose

Strand: Cultural and plurilingual awareness

Sub-strand: Cultural understandings

Use language appropriate to the context and audience in routine interactions	Respond appropriately in a range of commonly encountered situations using short, familiar formulas or expressions	Interact effectively with some confidence with a range of interlocutors	Adapt speech in common classroom interactions so it is appropriate to the particular context and audience	Shift between using formal and informal registers in response to purpose and context
Employ non-verbal strategies in interactions	Employ non-verbal strategies to elicit support from the listener	Employ a range of non-verbal strategies to manage interactions	Develop non-verbal communication skills	Apply non-verbal communication skills purposefully

Sub-strand: Plurilingual strategies

Distinguish spoken English from other languages and attempt to respond in English	Check understanding of classroom English by asking for clarification from other home language speakers	Ask for the translation of specific words from other home language speakers	Explain the home language meaning of unfamiliar English words and phrases to home language peers	Discuss a point of language
Use sentence patterns from home language to communicate ideas	Use home language to formulate speech in English and communicate ideas	Use home language resources to support use of English	Clarify in home language to check understanding	Use home language resources to develop English
Transfer some simple language structures to other contexts	Transfer knowledge from home language to English learning	Transfer academic and communication skills from home language to English	Talk about cultural differences related to communication	Compare and contrast different ways of communicating meanings in home language and English

Strand: Linguistic structures and features

Sub-strand: Text structure and organisation

Repeat short modelled utterances with understanding	Comprehend and produce short spoken text types	Use a small variety of text types for curriculum areas	Produce a range of coherent texts appropriate for audience and purpose	Sustain complex ideas and information in coherent spoken texts, taking account of audience and purpose
Use basic time and sequence markers	Sequence events chronologically using time markers	Use simple time and sequence markers to connect ideas in speech	Use time signals to link extended speech	Produce extended speech, using connectives and signal words



Use simple conjunctions to link ideas in short utterances	Use simple cohesive devices to link spoken text	Use a range of cohesive devices to link ideas	Use a range of cohesive devices to extend speech	Use a range of cohesive devices to extend and connect speech
Sub-strand: Grammatical patterns				
Produce short, simple non-standard utterances showing subject–verb relations	Choose correct syntactic forms for questions, statements and commands	Use subject–verb–object pronoun pattern correctly	Construct a range of sentence types	Formulate extended statements with increasing control over grammatical features
Produce short, simple non-standard utterances showing subject–verb relations	Attempt different verb forms, with some consistency	Use a range of verb forms with increasing accuracy	Use basic and some complex verb forms accurately	Use extended topic-related verb groups
Use basic verb forms in context	Use a small range of common descriptive language	Use simple descriptive phrases	Use longer descriptive phrase	Use a range of extended descriptive phrases
Use basic descriptive language				
Sub-strand: Word knowledge				
Recognise and use common words relating to familiar class routines, people, experiences and interests	Identify key vocabulary and ideas from short, familiar spoken texts, supported by context	Use familiar vocabulary to convey shades of meaning	Comprehend familiar and specific curriculum area vocabulary in a spoken or digital text	Use existing vocabulary knowledge to determine the meaning of new words
Use a range of vocabulary from lexical sets related to immediate need, interest or learning	Use words from lexical sets related to communicative need, interest, experience or learning	Use topic-related compound words to extend vocabulary	Use specific curriculum area language, including technical terms	Use words with multiple meanings across curriculum areas
Sub-strand: Phonology				
Imitate and practise pronunciation, stress and intonation patterns	Speak with greater confidence and fluency	Use pronunciation and some non-verbal features to support communication	Use pronunciation and non-verbal features to support communication	Use pronunciation, intonation, volume and stress to support meaning
Repeat or re-pronounce words or phrases, when prompted, if not understood	Repeat or re-pronounce words or phrases through self-correction, if not understood	Self-correct and improve aspects of pronunciation that impede communication	Identify specific pronunciation problems that need attention	Self-correct and improve aspects of pronunciation that impede communication
Achievement Standard				
At Level CL students communicate simply but effectively in English in familiar social and classroom contexts. They communicate using formulaic language; short, simple and well-rehearsed grammatical features; and adaptations of their emerging English repertoire. They use stress and intonation appropriately in some familiar interactions and can imitate models with some accuracy. They understand common instructions and questions, and simple	At Level C1 students communicate simply but effectively in English in social and classroom contexts across the curriculum. They negotiate meaning and interact with others using formulaic language; short, simple and well-rehearsed grammatical features; and creative adaptations of their English repertoire. They use some stress and intonation appropriately in familiar interactions. They use subject–verb–object utterances, basic prepositions and some common regular and	At Level C2 students use simple but effective strategies for initiating communication and negotiating meaning. They communicate effectively in a range of familiar social and some basic academic contexts, experimenting with and adapting their developing English and cultural understanding. With support in academic contexts, they extract some specific information from texts and understand teacher explanations involving familiar specific curriculum area vocabulary. With support,	At Level C3 students listen, question and respond successfully in a wide range of social and academic contexts. They demonstrate sufficient control of stress, rhythm and intonation to be understood in most contexts. They use appropriate non-verbal language, take account of purpose and audience, and stage extended texts appropriately when participating in group debates and discussions. They discuss texts from	At Level C4 students demonstrate greater autonomy and control over their use of English, combining their expanding vocabulary with the appropriate use of a wide range of complex grammatical features including modal verbs, passive voice and tenses. They demonstrate understanding of the ways that pauses, stress, rhythm and intonation help to clarify meaning. They speak clearly and pronounce most sounds correctly. They take part in

descriptions and explanations when strongly supported in familiar contexts. They understand and use basic subject– verb– object grammatical patterns, common regular and irregular verbs, and basic prepositions and connectives, such as time and sequence markers. They use their repertoire with varying accuracy to ask and respond to questions in predictable contexts, express simple ideas and preferences, and provide short explanations and descriptions. They use some strategies to initiate and sustain basic conversations in English, repeating and re-pronouncing as necessary.	irregular verbs. They understand and use introduced vocabulary, common basic grammatical patterns and connectives, such as time and sequence markers. They use these with varying grammatical accuracy to express ideas and preferences, and provide simple explanations and descriptions. They understand common instructions and questions, descriptions or explanations in familiar contexts and areas related to their prior knowledge and experience. They use some basic strategies to initiate and sustain conversations, repeating or re-pronouncing as necessary.	they use some increasingly complex grammatical features and a basic range of connectives, such as time and sequence markers, to show relationships between ideas. They use some standard expressions to express views and attitudes. They demonstrate some understanding of the structures and features of extended texts, by using appropriate stress, intonation, pausing and eye contact, and modelled introductory and concluding sentences.	across the curriculum using modelled examples in supportive classroom situations and structured group work. With varying accuracy, they use a range of question types, time signals, conjunctions and modal verbs to express a variety of academic functions, and to give and justify opinions and points of view. Students interpret accessible spoken and print texts and, with support, understand the full text. They listen for specific information when questions are given beforehand. They understand small amounts of abstract and generalised information when appropriate background is provided.	extended discourse on factual and interpersonal topics using an appropriate modelled structure, and respond appropriately to listeners' reactions. They identify the intention of supportive speakers, using their knowledge of how intonation, volume, stress and lexical choices support and convey meaning and emphasise opinions and emotions. They identify examples of relatively explicit subjective language. They extract information from challenging spoken texts, using guide questions and taking notes on key ideas.
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Level CL	Level C1	Level C2	Level C3	Level C4
Mode: Reading and Viewing				
Strand: Communication				
Sub-strand: Communication				
Read short, familiar texts	Attempt to read familiar and unfamiliar texts with fluency	Employ a repertoire of strategies to read familiar and simple factual and fictional texts	Interpret and respond to accessible texts from across the curriculum	Read independently a wide range of accessible texts
Understand simple visual elements of texts, including basic charts, graphs and other images	Extract specific information from simple charts, tables or maps	Locate specific information from subject-based diagrams, graphs and charts	Extract information from a range of visual representations, including tables, graphs and diagrams	Extract and manipulate relevant information from a range of texts
Identify some familiar words in different contexts	Demonstrate understanding by performing a task	Locate specific information in fictional and factual texts using guide questions	Skim a text for general meaning and scan to find detailed information	Summarise the nature and content of a text, including making evaluative comments
Understand short, simple texts for a range of everyday purposes, relying on considerable contextual support	Read with understanding a range of simple texts based on predictable language structures and vocabulary	Read long, complex texts with support from the teacher	Read with understanding texts on familiar topics, with some visual support	Adjust reading style to match the purpose for reading a text
Respond simply and show reaction to a text	Respond in a personal way to a short, familiar text	Respond to creative texts, showing a developing understanding of key events, characters and issues	Respond to imaginative texts, showing an understanding of key events, characters and issues	Interpret a text at literal and inferential levels
Develop basic digital technology skills that	Use basic features of a website with guidance	Use basic features of a website appropriately	Interpret the various icons, menu items and	Understand most symbols and changes of



support reading of digital texts			links on an accessible website	font style and how they contribute to or change the meanings in a text
Strand: Cultural and plurilingual awareness				
Sub-strand: Cultural understandings				
Show awareness of how to read print texts in English	Identify the basic purposes and audiences of different print and digital news media texts	Identify and discuss the purpose, audience and context of particular texts	Understand the relationship between text structures and social purposes of text types studied in class	Analyse and interpret language choices and organisation of particular text types in relation to their purpose, audience and context
Demonstrate interest in reading books	Select suitable books to read	Choose accessible yet challenging texts to read and enjoy	Experiment with reading long, complex texts with support from the teacher	Read a range of sustained, complex texts
Sub-strand: Plurilingual strategies				
Recognise differences between texts in English and other languages	Compare or contrast texts in English to texts in other languages	Show awareness of differences in text formats in English compared to home language	Respond to different cultural attitudes that are exemplified in stories	Discuss specific characteristics and features of texts in relation to another known language
Use a picture dictionary to find unfamiliar words, asking for support in home language	Refer to a simple bilingual dictionary or request help from peers or school staff who speak the same home language to find the meaning of unfamiliar words	Check and/or confirm the meaning of unfamiliar words using a bilingual dictionary	Refer to a bilingual dictionary to check and extend vocabulary	Compare connotations of synonyms and antonyms in English and home language, referring to a dictionary or thesaurus in each language
Strand: Linguistic structures and features				
Sub-strand: Text structure and organisation				
Show basic understanding of differences between fiction and non-fiction texts through their purpose, topic and layout	Use organisational and visual elements to suggest the content of a text	Identify different forms of texts	Compare the structures of different texts	Examine the role of the structures and features of mainstream texts in different curriculum areas
Use features of the text to make predictions	Locate directly stated information in a text or illustration	Interpret the way information is organised in texts	Outline the role of specific features of a text	Demonstrate awareness of the role of the structures and features in a range of texts
Recognise basic cohesive devices in a simple text	Identify what is being referred to by simple cohesive devices in a simple informative text	Show awareness of how cohesive devices organise ideas	Identify the role of cohesive markers in a text	Recognise and follow complex text connections used to link ideas across sentences and paragraphs
Sub-strand: Grammatical patterns				
Sequence words to make simple, familiar sentences	Demonstrate awareness of basic sentence and question patterns	Read texts that contain compound and complex sentences of two or three clauses	Read texts with a range of sentence types	Demonstrate understanding of complex language
Recognise simple present and past tense verb forms	Recognise and follow common imperatives	Identify some basic language features of texts	Identify agent, action and consequence in sentences using passive voice	Understand a range of verb forms in particular text types

Identify some high-frequency adjective–noun and verb–adverb combinations	Understand simple descriptive language within sentences	Read and understand sentences containing a small range of descriptive language	Read and understand sentences containing a broad range of descriptive language	Read and understand complex descriptive language
Sub-strand: Word knowledge				
Recognise some familiar words or phrases	Recognise words for everyday items and actions, and topic-specific vocabulary that has been taught	Recognise common vocabulary and learnt topic-specific vocabulary from different curriculum areas	Identify thematic groupings of words in a text	Demonstrate a broad technical vocabulary across the curriculum areas
Group familiar words according to their meaning or subject matter	Use contextual cues to work out the literal meaning of unknown words in a simple text	Use syntactic, logical and cultural cues to work out the meaning of unknown words in a text	Use contextual cues to infer the meaning of unknown words	Use contextual cues to interpret difficult words
Sub-strand: Grapho-phonics				
Name letters of the alphabet and relate them to sounds	Pronounce a range of words comprehensibly based on knowledge of vocabulary and letter–sound relationships	Understand the function of punctuation marks		
Interpret basic punctuation and spacing	Understand simple punctuation when reading	Self-correct pronunciation when reading aloud		
Self-correct with guidance	Attempt to self-correct			
Achievement Standard				
At Level CL students read and complete simple, structured activities around a wide range of familiar, short, simple texts that use repetitive structures and features and are strongly supported by illustrations. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students read their own writing and other simple texts based on well-rehearsed spoken English. They read a range of familiar simple fictional, factual and everyday texts. They name some letters and know the sounds related to many letters and common letter combinations. They attempt to sound out words, recognise some common words, and read some new words based on their similarity to known words. They show some awareness	At Level C1 students read and comprehend a range of short, simple, familiar factual or fictional texts developed by the teacher. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students understand a range of basic print instructions and questions in context. They discuss texts at a literal level, and show some inferential understanding. They demonstrate an understanding of basic text structure, reading for different purposes, and using titles and chapter headings to make predictions about texts. Students read new texts with support, combining their developing knowledge of English sound–symbol relationships, their developing oral and sight vocabulary, their beginning knowledge of	At Level C2 students read and comprehend a range of short, familiar fictional and factual texts and, when well supported, some unfamiliar texts. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students show some comprehension beyond the literal level, suggesting appropriate interpretations and identifying basic cultural variables where evident. They use headings and diagrams to assist in reading accessible texts from across the curriculum for a range of purposes. They extract the main ideas from factual texts. They show awareness of how some connectives link and sequence ideas within a text. They read on and consider the context when deducing the meaning of unknown words. They read aloud with a degree of fluency,	At Level C3 students demonstrate a basic understanding of the main ideas, issues or plot developments in a range of accessible texts from across the curriculum. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students demonstrate a basic understanding of the different purposes and structures of a range of text types and can make predictions about the likely content of texts. They identify the stages of imaginative texts they read, and the role of headings, diagrams and captions in factual texts. They follow meaning across sentences and paragraphs by tracking basic cohesive and reference items and clearly expressed cues in sentence structure and vocabulary. They use appropriate metalanguage to talk	At Level C4 students compare and make judgments about different texts (such as texts on the same topic by different authors) and read a wide range of accessible and culturally appropriate texts from across the curriculum with a high degree of independence. These texts may be print or digital texts, including handwritten, visual, multimodal and interactive texts. Students take notes that identify main ideas, issues and plot developments. They identify supporting information to justify a response, including significant quotations that relate to key themes. They understand the main meaning by focusing on the first lines of key paragraphs. They adjust their reading style to the task. They locate and organise information from a range of reference sources, including the internet.



of basic punctuation and use stress, intonation or pausing appropriately when reading familiar texts aloud. They use simple strategies such as pointing to words as they read or as shared texts are read aloud in class. They understand the basic practical and cultural purposes of the texts they read.	the conventions of print text organisation in English, and their emerging knowledge of English grammar. They read some common letter combinations and make logical attempts at reading new words. They use appropriate stress, intonation and phrasing when reading known texts aloud, showing an understanding of the function of basic punctuation.	and draw upon their understanding of the text to use stress and intonation with increasing accuracy. They use their developing knowledge of sentence structure and sound–symbol relationships to read new words and self-correct. They select basic texts appropriate for particular reading purposes.	about the structure and features of a text. They adjust their rate of reading to the task, reading closely for analysis, scanning for specific information, and skimming for the main idea. They use cues from the surrounding text and their sound–symbol knowledge to assist in reading new words.	They identify reference items across complex sentences. They predict the way a text may be organised and its likely language features. With more difficult texts, they identify a few specific facts and the basic perspective of the writer.
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Level CL	Level C1	Level C2	Level C3	Level C4
Mode: Writing				
Strand: Communication				
Sub-strand: Communication				
Label familiar images and simple maps	Label images using vocabulary learnt or practised in class	Present information in a variety of forms	Use visual stimuli to convey information	Incorporate visual features into texts
Write short, simple texts for specific purposes related to personal experience	Write short, simple texts for varied social purposes	Write texts for social purposes	Write an argument or discussion	Write an extended argument or discussion on a familiar issue
Write familiar words and simple sentences independently, with enough accuracy to convey meaning	Write short factual texts on familiar content, consisting of simple sentences or statements approximating sentences	Write information texts for general school use, based on modelled language	Write factual texts showing an awareness of appropriate text structure, purpose and organisation of ideas	Write extended factual texts conveying a variety of aspects of topics from across the curriculum
Combine writing and drawing to create a short, simple text about a familiar topic	Write to communicate personal ideas	Write some creative or personal texts, experimenting with known English	Write personal and imaginative texts showing an awareness of elements such as text structure or storyline and character	Write extended personal and imaginative texts showing an awareness of audience and purpose, with teacher prompts
Strand: Cultural and plurilingual awareness				
Sub-strand: Cultural understandings				
Show an awareness of purpose and audience when presenting work	Use the features of simple text types appropriately	Use appropriate forms of text for purpose and audience, with guidance	Understand how the purpose and audience of a text can influence content and form	Understand how writing contexts, audience and purpose influence function and form
Take part in shared writing activities	Participate in shared or modelled writing activities	Reflect on own writing through class discussion	Plan and draft text with support from peers and teacher	Plan and draft text independently and through group activities
Begin to check accuracy	Redraft text with support, incorporating corrections and suggestions	Revise text at the word, sentence or whole-text level, based on teacher or peer feedback	Revise text and proofread for accuracy of expression	Revise and refine writing in response to feedback from a teacher or peer

Sub-strand: Plurilingual strategies				
Use memory and/or home language knowledge to retrieve newly learnt words and structures	Refer to a bilingual dictionary, class lists or previous work to record and find or check words and their meanings	Access new words from bilingual dictionaries or word lists	Use home language resources such as bilingual dictionaries to improve range and clarity of expression	Draw on home language resources to communicate more complex ideas
Use home language and/or mime to seek assistance from teachers or peers with an English word or phrase	Draw on experience of language patterns in controlled writing activities to express ideas	Attempt to communicate more complex ideas by drawing on a bilingual dictionary or other home language resources	Demonstrate the development of metalanguage appropriate to the content and task	Plan writing, cooperate, and edit texts with a group, using home language
Strand: Linguistic structures and features				
Sub-strand: Text structure and organisation				
Draw on conventions for organising information	Show some organisation of subject matter and attempt the structure of a specified text	Organise information and write according to the structure of a specified text	Plan and sequence information for a specified text	Write a range of extended texts using the structures appropriate to the text types
Use repetitive or modelled sentences with information about self and experiences	Attempt paragraphs and topic sentences	Organise the content of a topic at paragraph level, with teacher guidance, to reflect given or new information	Write cohesive texts for a range of purposes	Write a range of cohesive texts with accuracy
Use basic conjunctions to connect ideas	Use simple cohesive devices to structure writing	Link ideas using a range of basic cohesive devices	Use a range of cohesive devices to connect ideas in text	Use an extended range of cohesive devices to improve fluency
Sub-strand: Grammatical patterns				
Write sentences that reflect oral language with some examples of correct word order	Use single-word subject–verb–object word order in simple sentences and noun–pronoun agreements with few errors	Use mostly standard word order	Use basic knowledge of grammatical features at the sentence level to argue, persuade, describe, classify, explain or instruct	Demonstrate control of appropriate grammatical structures that develop the ways to analyse, argue, persuade, describe, classify or explain
Use basic conjunctions to connect ideas	Use single clauses, or use simple coordinating and subordinating conjunctions to combine clauses	Develop writing through the use of compound and complex sentences	Construct extended sentences using simple relative clauses and a range of common conjunctions	Combine simple sentences into complex sentences using embedding structures
Use simple verbs	Experiment with different tenses and use some common irregular past tense verbs correctly	Write using a range of tenses with varied accuracy	Use verb forms appropriate to text type	Demonstrate control of a wide range of verb forms
	Use basic qualifiers and quantifiers to express a range of meaning	Use adverbials to provide simple detail	Use a range of expressions to qualify opinions	Use relative clauses and adjectival expressions for descriptive purposes
Sub-strand: Word knowledge				
Write some common words that are already known orally	Use emerging language to create desired effects	Use a varied and appropriate vocabulary	Use vocabulary to create nuance, mood and feeling	Use imagery to create nuance, mood and feeling
Use simple topic-specific vocabulary encountered in classroom activities	Incorporate introduced subject-specific vocabulary into simple sentences	Use modelled subject-specific vocabulary appropriately	Use a growing range of simple vocabulary	Use an expanded vocabulary appropriate for the curriculum area



Sub-strand: Grapho-phonics				
Spell familiar, simple words correctly, using knowledge of letter–sound relationships	Use grapho-phonetic knowledge to attempt to spell unknown words	Spell most commonly encountered words correctly	Employ a range of strategies to spell words with increasing accuracy	Spell words accurately using a range of strategies
Use basic punctuation	Use common punctuation with some consistency	Use a range of punctuation marks consistently and correctly	Use punctuation marks to create effects in writing, such as pauses and emphasis	Use a wide range of punctuation marks to add impact to writing
Demonstrate basic keyboard skills	Use basic digital technology functions	Develop a small range of skills to create and navigate simple digital texts	Create, edit and navigate simple digital texts	Use a range of digital formats and images to enhance meaning and impact
Achievement Standard				
At Level CL, in familiar contexts, students write short, grammatically simple texts based on well-rehearsed spoken and well-practised written English. They write for a range of basic classroom and personal purposes, such as making lists and writing simple journal entries and notes, and complete activities following models. They demonstrate an early awareness that print texts in English are presented according to certain conventions, which change according to context and purpose. Their texts use familiar sentence patterns from well-known texts or classroom models. They begin to use conventional letter formations when writing or copying, attending to the relative sizes and shapes of letters, their position on the line and basic punctuation. They leave appropriate spaces between words. They attempt to write some new words using their developing knowledge of the sound–symbol system in English, personal dictionaries and glossaries, and resources in the classroom, and by asking for assistance. They copy texts using basic features in software applications.	At Level C1 students write for a range of basic classroom and personal purposes, making lists and writing simple journal entries, notes, descriptions, recounts of events and instructional texts. Their basic sentences and short texts are based on well-practised spoken English and familiar contexts. They write with varying grammatical accuracy, expressing themselves using familiar vocabulary and modelled structures and features. They order and sequence sentences about familiar topics into simple coherent texts, incorporating basic conventions such as headings and paragraphs. They correct some errors relating to targeted grammatical items, and rework drafts in response to teacher suggestions. With support they plan their texts and provide some additional information through visual texts. They utilise a range of strategies for finding and spelling words, using spelling patterns and checking resources. They use basic features in software applications to write and present their texts.	At Level C2 students write with a degree of autonomy for a range of everyday classroom and personal purposes, such as describing, explaining and recounting. They independently write some basic texts and experiment with presenting their own ideas. Their texts show varying grammatical accuracy. They incorporate emerging vocabulary and grammatical features to achieve desired effects. They use an increasing range of simple connectives to indicate some basic relationships within and between sentences and paragraphs. They choose appropriate text structures and use headings, tables and images. They use basic text models as a basis for their own texts. They use strategies to organise information in supported research tasks. With teacher support and feedback, they review, redraft and improve their writing by discussing alternative ways of arranging and expressing ideas. They use more advanced features in software applications to write, edit and present their texts.	At Level C3, through guided activities, students write texts based on an extensive range of fictional and factual text types from across the curriculum, showing an awareness of purpose and audience. They consistently use the basic structures of these text types, and demonstrate consistent but not complete control of the English grammar appropriate to them. They demonstrate some control of passive voice, a range of tenses and direct speech. They produce paragraphs with topic sentences and incorporate some cohesive devices to make links and contrasts between and within paragraphs through a range of conjunctions, connectives and pronoun references. When planning, writing, reviewing and redrafting, they pay some attention to whole-text, sentence and word level issues, including punctuation. They use a range of strategies when spelling new words. They present their writing appropriately, in print and digital forms.	At Level C4 students write, with appropriate support, the full range of extended fictional and factual text types undertaken across the curriculum. With support they vary their writing to be consistent with the text type, the context and the needs of the reader, presenting similar content in different ways. They demonstrate reasonably consistent control of a wide range of grammatical features. They incorporate direct and indirect speech, including quotations, appropriately. They employ an extended range of appropriate cohesive devices between sentences and paragraphs, retaining clarity and fluency. They use some abstract noun groups. In response to feedback and self-assessment, they review and redraft their writing to enhance fluency, clarity, accuracy and appropriateness for purpose, audience and context. They plan, draft, edit and present their writing in a range of print and digital forms, as appropriate.

Health and Physical Education

Levels 7 and 8	Levels 9 and 10
Personal, Social and Community Health	
Being healthy, safe and active	
Investigate the impact of transition and change on identities	Evaluate factors that shape identities, and analyse how individuals impact the identities of others
Evaluate strategies to manage personal, physical and social changes that occur as they grow older	Examine the impact of changes and transitions on relationships
Examine barriers to seeking support and evaluate strategies to overcome these	Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
Investigate and select strategies to promote health, safety and wellbeing	Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices
Communicating and interacting for health and wellbeing	
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing	Investigate how empathy and ethical decision-making contribute to respectful relationships
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing
Develop skills to evaluate health information and express health concerns	Evaluate health information from a range of sources and apply to health decisions and situations
Contributing to healthy and active communities	
Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities	Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments
Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity	Critique behaviours and contextual factors that influence the health and wellbeing of their communities
Movement and Physical Activity	
Moving the body	
Use feedback to improve body control and coordination when performing specialised movement skills	Perform and refine specialised movement skills in challenging movement situations
Compose and perform movement sequences for specific purposes in a variety of contexts	Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations
Practise, apply and transfer movement concepts and strategies	Develop, implement and evaluate movement concepts and strategies for successful outcomes



Understanding movement	
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans	Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels
Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance	Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences
Participate in and investigate the cultural and historical significance of a range of physical activities	Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
Learning through movement	
Practise and apply personal and social skills when undertaking a range of roles in physical activities	Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
Evaluate and justify reasons for decisions and choices of action when solving movement challenges	Transfer understanding from previous movement experiences to create solutions to movement challenges
Modify rules and scoring systems to allow for fair play, safety and inclusive participation	Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities
Achievement Standard	
<p>By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>	<p>By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>

History

Historical Concepts and Skills	
Chronology	
Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes	
Describe and explain the broad patterns of change over the period from the Ancient to the Modern World	
Historical sources as evidence	
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability	
Analyse the different perspectives of people in the past	
Explain different historical interpretations and contested debates about the past	
Continuity and change	
Identify and explain patterns of continuity and change in society to the way of life	
Cause and effect	
Analyse the causes and effects of significant events that caused change and/or a decline over the period	
Historical significance	
Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress	
Historical Knowledge	
Aboriginal and Torres Strait and Islander Peoples and Cultures	
How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices	
The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs	
The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources	
The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples	
Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)	
European and the Mediterranean world Choose at least one of the following: <ul style="list-style-type: none"> • Egypt • Greece • Rome 	The Asia-Pacific world Choose at least one of the following: <ul style="list-style-type: none"> • India • China
How physical features influenced the development of the civilisation	
Changes in society and the perspectives of key groups effected by change including the influence of law and religion	
Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs	
Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs	
The role and achievements of a significant individual in an ancient society	
The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery	



The significance and importance of conserving the remains and heritage of the past		
Middle Ages and early exploration		
European and the Mediterranean world Choose at least one of the following: <ul style="list-style-type: none"> The Vikings (c.790 – c.1066) Medieval Europe (c.590 – c.1500) The Ottoman Empire (c.1299 – c.1683) 	The Asia-Pacific world Choose at least one of the following: <ul style="list-style-type: none"> Angkor/Khmer Empire (c.802 – c.1431) Mongol Expansion (c.1206 – c.1368) Japan under the Shoguns (c.794 – 1867) The Polynesian expansion across the Pacific (c.700 – 1756) 	Expanding Contacts: Discovery and Exploration Choose at least one of the following: <ul style="list-style-type: none"> Renaissance Italy (c.1400 – c.1600) The Spanish Conquest of the Americas (c.1492 – c.1572)
The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society		
Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power		
Perspectives of subject peoples and their interactions with power and/or authority of others		
The role and achievements of a significant individual and/or group		
One significant challenge and one development faced by the society that caused progress or decline		
Achievement Standard		
<p>By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. They locate and select historical sources and identify their origin, content features and purpose. Students explain the historical context of these sources. They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources. They explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the 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.</p>		

History

Historical Concepts and Skills
Chronology
Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
Analyse and evaluate the broad patterns of change over the period 1750–present
Historical sources as evidence
Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
Evaluate different historical interpretations and contested debates
Continuity and change
Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
Cause and effect
Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments
Historical significance
Evaluate the historical significance of an event, idea, individual or place
Historical Knowledge
The Making of the Modern World
Industrial Revolution (1750-1914)
Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia
Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people
Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution
Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication
Australia and Asia
Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918
Key social, cultural, economic, and political features of one society at the start of the period
Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples
Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates
Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century
Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values
Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people



The Modern World and Australia	
Australia at War (1914-1945)	
World War I	World War II
Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort	Causes of World War II and the reasons why Australians enlisted to go to war
Significant places where Australians fought and explore their perspectives and experiences in these places	Significant places where Australians fought and their perspectives and experiences in these places
Significant events, turning points of the war and the nature of warfare	Significant events, turning points of World War II and the nature of warfare including the Holocaust and use of the atomic bomb
Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society	Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society
Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia	Significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations
Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war	Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war
Rights and Freedoms (1945 – The Present)	
Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration	
Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965	
Effects of the US civil rights movement and its influence on Australia	
Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events	
Effects of 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	
Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia	
The Globalising World	
Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century.	Choose at least one of the following: <ul style="list-style-type: none"> • Popular culture • The Environment movement • Migration experiences • Political Crisis
Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society	
Causes and developments of the major global influences on Australia	
Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia	
The perspectives of people and different historical interpretations and debates from the period	
Achievement Standard	
<p>By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people's actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate</p>	

how these perspectives are influenced by the significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources.



Geography

Levels 7 and 8		Levels 9 and 10	
Geographical Concepts and Skills			
Place, space and interconnection			
Explain processes that influence the characteristics of places		Predict changes in the characteristics of places over time and identify the possible implications of change for the future	
Identify, analyse and explain spatial distributions and patterns and identify and explain their implications		Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales	
Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections		Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences	
Data and information			
Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols		Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources	
Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate		Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate	
Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology		Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology	
Geographical Knowledge			
Water in the world	Landforms and landscapes	Biomes and food security	Environmental change and management
Classification of environmental resources and the forms that water takes as a resource	Different types of landscapes and their distinctive landform features	Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	Different types and distribution of environmental changes and the forms it takes in different places
Ways that flows of water connect places as they move through the environment and the ways this affects places	Geomorphic processes that produce landforms, including a case study of at least one landform	Environmental, economic and technological factors that influence crop yields in Australia and across the world	Environmental, economic and technological factors that influence environmental change and human responses to its management
The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences	The differences in at least one landform in Australia compared to other places and the geomorphic processes involved	The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world	Environmental worldviews of people and their implications for environmental management
Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa	Human causes of landscape degradation, the effects on landscape quality and the implications for places	Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations	Causes and consequences of an environmental change, comparing examples from Australia and at least one other country
The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region,	The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that	Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time	Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia

that influence the significance of places	influence the significance of places, and ways of protecting significant landscapes		
Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future	Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future	Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges	Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country
Place and liveability	Changing Nations	Geographies of interconnection	Geographies of human wellbeing
Factors that influence the decisions people make about where to live and their perceptions of the liveability of places	The causes and consequences of urbanisation, drawing on a study from Indonesia	Perceptions people have of place, and how this influences their connections to different places	Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing
Influence of accessibility to services and facilities; and environmental quality, on the liveability of places	The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences	Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places	Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia
Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places	The reasons for and effects of international migration to Australia	Ways that places and people are interconnected with other places through trade in goods and services, at all scales	Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places
Influence of social connectedness and community identity on the liveability of places	The reasons for and effects of internal migration in Australia and China	Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia	Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe	The challenges of managing and planning Australia's urban future	Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places	Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries

Achievement Standard

By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.

They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.

They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and

By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.

They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special



spatial technologies to represent and analyse data and information.

purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Digital Technologies

Levels 7 and 8	Levels 9 and 10
Digital Systems	
Investigate how data are transmitted and secured in wired, wireless and mobile networks	Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
Data and Information	
Investigate how digital systems represent text, image and sound data in binary	Analyse simple compression of data and how content data are separated from presentation
Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness	Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements
Analyse and visualise data using a range of software to create information, and use structured data to model objects or events	Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account	Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities
Creating Digital Solutions	
Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints	Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs
Design the user experience of a digital system, generating, evaluating and communicating alternative designs	Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors	Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language	Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language
Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability	Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation
Achievement Standard	
<p>By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes. Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.</p> <p>Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.</p>	<p>By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.</p> <p>Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.</p> <p>Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation.</p>



Civics and Citizenship

Levels 7 and 8	Levels 9 and 10
Government and Democracy	
Describe the key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers	Discuss the role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed
Discuss the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement	Explain the values and key features of Australia's system of government compared with at least one other system of government in the Asia region
Explain how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action	Analyse how citizens' political choices are shaped, including the influence of the media
Describe the process of constitutional change through a referendum	Explain the Australian government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations
Laws and Citizens	
Explain how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation	Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples
Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law	Describe the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
	Discuss the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
Citizenship, Diversity and Identity	
Describe how Australia is a secular nation and a multi-faith society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go'	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society
Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them	Discuss how and why groups, including religious groups, participate in civic life
Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events
Achievement Standard	
By the end of Level 8, students explain features of Australia's system of government, and the purpose of the Constitution in Australia's representative democracy. They analyse features of Australian democracy and explain features that enable active participation. They explain how Australia's legal system is based on the principle of justice and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging. They identify	By the end of Level 10, students evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They compare and evaluate the key features and values of systems of government and analyse Australia's global roles and responsibilities. They analyse the role of the High Court and explain how Australia's international legal obligations influence law and government policy. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse

ways they can be active and informed citizens, and take action, in different contexts.

ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.



Economics and Business

Levels 7 and 8	Levels 9 and 10
Resource Allocation and Making Choices	
Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism	Investigate Australia as a trading nation and its place within Asia and the global economy
Identify why and how markets may be influenced by government	Identify and explain the indicators of economic performance and examine how Australia's economy is performing
	Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations
Consumer and Financial Literacy	
Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making	Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape
Explain the reasons why and the ways in which individuals and businesses set, priorities and plan to achieve financial and organisational goals	
The Business Environment	
Explore and observe the characteristics of entrepreneurs and successful businesses	Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market
Work and Work Futures	
Consider the ways in which work can contribute to individual and societal wellbeing	Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work
Describe the nature and investigate the influences on the work environment	Examine the roles and responsibilities of participants in the changing Australian or global workplace
Enterprising Behaviours and Capabilities	
Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them	Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments
Economic and Business Reasoning and Interpretation	
Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions	Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions
Achievement Standard	
By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work	By the end of Level 10, students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse

environment. They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions.

the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.



French

Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes	Socialise and exchange views on local and global issues
Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating	Participate in collaborative projects that make connections between French language and culture and other curriculum areas
Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission	Develop classroom language to manage shared learning experiences, monitor performance and discuss French language and culture learning
Informing	
Locate factual information from a range of texts and resources and use the information in new ways	Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas
Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms	Convey information on selected topics using different modes of presentation to suit different audiences
Creating	
Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects	Respond to a range of traditional and contemporary texts, and compare themes and language style
Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences	Create imaginative texts to entertain, convey ideas and express emotions
Translating	
Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not	Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another
Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated	Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of texts
Reflecting	
Engage with French speakers and resources, noticing how interaction involves culture as well as language	Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making
Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity	Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking

Understanding	
Systems of Language	
Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation	Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways
Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs	Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality and the imperfect tense
Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English	Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements
Language variation and change	
Recognise that French language use varies according to context, situation and relationship	Recognise that French is used in varying ways to achieve different purposes
Understand the dynamic nature of French and other languages	Examine the nature of language change in response to changing cultural conditions
Recognise that French is both a local and a global language	Understand the symbolic nature of language in local and global contexts
Role of language and culture	
Explore the relationship between language and culture	Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs
Achievement Standard	
<p>By the end of Level 8, students use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends. They initiate and sustain conversation by using active-listening skills and responding to others' contributions (<i>c'est vrai ...; ah oui, en effet ...; pas possible!</i>). They respond to familiar questions and directions (<i>Qu'est-ce que c'est? Qui est-ce? Posez la question à ...</i>), and request help or clarification (<i>Pardon? Pourquoi? Peux-tu répéter?</i>). They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (<i>je suis italien- australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?</i>). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning.</p> <p>They describe familiar objects, contexts and experiences (<i>la maison, le quartier, l'école</i>), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (<i>grand, petit, belle, bizarre</i>), character (<i>sympa, compliqué</i>) and quantity (<i>les numéros, beaucoup de ...</i>). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations. They use conjunctions and connectives (such as <i>puis, ensuite and mais</i>), and prepositions of place and time (such as <i>sous, sur, devant, après and avant</i>) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs). They adjust language</p>	<p>By the end of Level 10, students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the <i>passé composé</i> tense of regular verbs with <i>avoir</i> and <i>être</i>, noticing that the <i>participe passé</i> form of verbs with <i>être</i> involves gender and number agreement. They recognise the form and function of reflexive verbs (<i>se laver, se lever</i>) and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.</p> <p>Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (<i>formal and informal language, body</i></p>



use to suit contexts and situations (for example, use of *tu* or *vous*, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols). They recognise French words used in English ('*menu*', '*mousse*'), English words used in French (*le weekend*, *le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French. Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language.

language) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (*préparer, préparation; le marché, le supermarché, l'hypermarché*). Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (*la vie scolaire, la famille, les courses, les loisirs, la cuisine*). They explain to others French terms and expressions that reflect cultural practices (*bon appétit, bonne fête*). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.

Italian

Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes	Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings
Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding	Participate in individual and collective action by deciding, explaining and justifying
Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions	Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving
Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions	Use classroom language to question, elicit and offer opinions, and compare and discuss ideas
Informing	
Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising	Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences
Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources	Convey information and compare diverse perspectives from multiple sources in Italian
Creating	
Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages	Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate
Create imaginative texts that present events, characters and emotions from their own experiences	Create imaginative texts to express experiences, ideas and emotions
Translating	
Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings	Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts
Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ	Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ
Reflecting	
Reflect on own and others' responses to intercultural experiences and interactions	Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed
Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time	Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence



Understanding	
Systems of language	
Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form	Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts
Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction	Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives
Understand the features of common spoken, written and multimodal texts	Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence
Language variation and change	
Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture	Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture
Analyse and understand the dynamic nature of the Italian language, and of languages in general	Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact
Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia	Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages
Role of language and culture	
Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values	Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity
Achievement Standard	
<p>By the end of Level 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, <i>Non mi piace la pallacanestro</i>. They participate in classroom routines and respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as <i>e</i>, <i>ma</i>, <i>però</i>, <i>anche</i>, <i>perché</i> and <i>invece</i> to create simple texts using known vocabulary and structures.</p> <p>Students are aware of similarities between Italian and English and understand that they borrow from each other. They recognise that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives. They are aware that language reflects contexts of</p>	<p>By the end of Level 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, <i>a differenza di</i>; <i>invece</i>), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (<i>prima ... poi ... infine</i>); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.</p> <p>Students have developed a metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, noticing features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They recognise that Italian language use varies according to context, purpose and mode. They consider social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They are aware of particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and recognise that certain</p>

situation and culture, and recognise differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and consider how their response may be shaped by their own language(s) and culture(s).

concepts cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They recognise the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.



Japanese

Levels 7 and 8	Levels 9 and 10
Communicating	
Socialising	
Interact with peers and the teacher to socialise and to exchange information about self, personal worlds and immediate environment, and to express feelings, likes and dislikes, using appropriate gestures	Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
Engage in transactions and collaborative activities that involve planning and making arrangements, such as obtaining goods and organising performances	Participate in activities that involve transacting, negotiating, planning and participating in events and experiences
Interact in classroom routines and exchanges such as asking and responding to questions, requesting help, repetition or permission, following instructions, or giving praise and encouragement	Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
Informing	
Locate key points of information in a range of texts and resources and use the information in new ways	Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
Present factual information about aspects of Japanese and Australian lifestyles in spoken, written and digital forms	Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
Creating	
Listen to, read and view texts such as folk stories, video clips and television commercials, share reactions and describe aspects such as characters and contexts	Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content
Reinterpret or create and perform imaginative texts such as video clips, raps or skits using modelled language and supporting resources	Create own or shared texts in different modes and formats to inform or entertain others, or express ideas, attitudes and perspectives, using imaginary characters, places and experiences
Translating	
Translate and interpret short texts such as self-introductions or conversations, noticing and explaining aspects that are similar or different in Japanese and English versions	Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another
Create simple bilingual texts and resources such as learning support materials, menus, brochures, signs, digital presentations, displays and captions	Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations
Reflecting	
Reflect on the experience of learning and using Japanese in different contexts, commenting on similarities to and differences from their own usual language use and behaviour	Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making
Collate and present information in print, digital or online formats about self and peers to share with others, and notice own and one another's ways of expressing identity	Reflect on own identity, including their identity as a learner and user of Japanese, through connecting observations of experience over time
Understanding	
Systems of language	
Recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation	Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds

Recognise and understand the relationship between the character-based scripts of hiragana, katakana and kanji	Convey meaning by appropriately selecting and combining hiragana, katakana and kanji characters, and use understanding of kanji to predict meaning of unfamiliar words
Develop understanding of the systematic nature of grammatical structures and features of Japanese used to perform particular functions, such as describing people, objects and places, and indicating quantity	Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas
Identify textual conventions of familiar spoken, written and multimodal types of texts	Use a range of textual conventions in spoken, written and multimodal texts, and understand how different scripts are used to convey meaning or effects
Language variation and change	
Understand that Japanese language use varies according to the context and situation of the interaction and the relationship between participants	Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships
Understand that the Japanese language both influences and is influenced by other languages and cultures	Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change
Role of language and culture	
Explore connections between languages and cultures as exemplified in particular words, expressions and communicative behaviours, noticing how meaning can be culture-specific and difficult to transfer between languages	Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony
Achievement Standard	
<p>By the end of Level 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれて すみません。しつれ</p> <p>に</p> <p>いします。They comprehend and respond to familiar questions, such as だれ、何、どこ、なん び</p> <p>いつ、何 よう日、どんな、and instructions, such as たって ください。三人の グル</p> <p>ープに なって ください。、 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ～は 何 ですか。十四ページ ですね。They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as</p> <p>せんせい にほん おお ちい とも い た 人、先生、日本、大 きい 小 さい 友 だち 行きます、食べます</p> <p>Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何を しますか。ゲームを します。), common counter classifiers (for example, ～人、～ひき、～さい), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines. They structure sentences using correct word order, and link information using conjunctions such as そして and それから。They translate</p>	<p>By the end of Level 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make</p> <p>らいしゅう</p> <p>arrangements, for example, 来週 の土曜日にサッカーを しませんか。土曜日 はちょっと…。Students ask and respond to questions, such as どのぐらい、いくつ、using spontaneous language. They provide explanations, opinions and reasons, for example, by using ～と思います、～からです。They maintain and extend interactions by requesting repetition or clarification and by using あいづち。They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of あいづち。Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources.</p> <p>They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (～たり～たりします、～と思います、～つもり)。They extend or qualify their message by using adverbs</p> <p>ときどき</p> <p>such as とくに、時々、and link ideas by using conjunctions, such as それに、だ から、けれども。Students translate and interpret texts, explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as ただいま、おかえり。They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.</p>



and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。 They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact.

Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system.

Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as:

がつ

～人、～月、～ひき/びき/ぴき

They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じゃうずです。いいえ。、 softening responses with expressions such as ちよっと or あんまり、 and using indirect forms of refusal or disagreement.

Students identify the functions of different scripts within texts: how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな、 and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of communication, for example, the widespread adoption of English terms into Japanese, such as コピー. Students explain how Japanese

うちそと

cultural values such as the importance of community, 内 / 外、 respect, and consideration for others are embedded in language and behaviours such as がんばりましょう。だいじょうぶ？。

Mathematics – Number and Algebra

Level 7	Level 8	Level 9	Level 10	Level 10A
Number and Algebra				
Number and place value				
Investigate index notation and represent whole numbers as products of powers of prime numbers	Use index notation with numbers to establish the index laws with positive integral indices and the zero index			
Investigate and use square roots of perfect square numbers	Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations			
Apply the associative, commutative and distributive laws to aid mental and written computation and make estimates for these computations				
Compare, order, add and subtract integers				
Real numbers				
Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line	Investigate terminating and recurring decimals	Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems	Solve simple problems involving inverse proportion	Define rational and irrational numbers and perform operations with surds and fractional indices
Solve problems involving addition and subtraction of fractions, including those with unrelated denominators	Investigate the concept of irrational numbers, including π	Apply index laws to numerical expressions with integer indices		Use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement
Multiply and divide fractions and decimals using efficient written strategies and digital technologies	Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies	Express numbers in scientific notation		
Express one quantity as a fraction of another, with and without the use of digital technologies	Solve a range of problems involving rates and ratios, including distance-time problems for travel at a			



	constant speed, with and without digital technologies			
Round decimals to a specified number of decimal places				
Connect fractions, decimals and percentages and carry out simple conversions				
Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies				
Recognise and solve problems involving simple ratios				
Money and financial mathematics				
Investigate and calculate 'best buys', with and without digital technologies	Solve problems involving profit and loss, with and without digital technologies	Solve problems involving simple interest	Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies	Define rational and irrational numbers and perform operations with surds and fractional indices
Patterns and algebra				
Introduce the concept of variables as a way of representing numbers using letters	Extend and apply the distributive law to the expansion of algebraic expressions	Extend and apply the index laws to variables, using positive integer indices and the zero index	Factorise algebraic expressions by taking out a common algebraic factor	Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
Create algebraic expressions and evaluate them by substituting a given value for each variable	Factorise algebraic expressions by identifying numerical factors	Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate	Simplify algebraic products and quotients using index laws	Devise and use algorithms and simulations to solve mathematical problems
Extend and apply the laws and properties of arithmetic to algebraic terms and expressions	Simplify algebraic expressions involving the four operations	Apply set structures to solve real-world problems	Apply the four operations to simple algebraic fractions with numerical denominators	
Design and implement mathematical algorithms using a simple general purpose programming language	Use algorithms and related testing procedures to identify and correct errors		Expand binomial products and factorise monic quadratic expressions using a variety of strategies	
			Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term	
			Implement algorithms using data structures in a general-purpose programming language	

Linear and non-linear relationships				
Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point	Plot linear relationships on the Cartesian plane with and without the use of digital technologies	Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software	Solve problems involving linear equations, including those derived from formulas	Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
Solve simple linear equations	Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution	Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software	Solve linear inequalities and graph their solutions on a number line	Solve simple exponential equations
Investigate, interpret and analyse graphs from real life data, including consideration of domain and range	Plot graphs of non-linear real life data with and without the use of digital technologies, and interpret and analyse these graphs	Sketch linear graphs using the coordinates of two points and solve linear equations	Solve simultaneous linear equations, using algebraic and graphical techniques including using digital technology	Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
		Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations	Solve problems involving gradients of parallel and perpendicular lines	Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts
			Explore the connection between algebraic and graphical representations of relations such as simple quadratic, reciprocal, circle and exponential, using digital technology as appropriate	Use function notation to describe the relationship between dependent and independent variables in modelling contexts
			Solve linear equations involving simple algebraic fractions	Solve simultaneous equations using systematic guess-check-and-refine with digital technology
			Solve simple quadratic equations using a range of strategies	
			Solve equations using systematic guess-check-and-refine with digital technology	



Achievement Standard

Students solve problems involving the order, 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 all four operations with fractions, decimals, percentages and their equivalences, and express fractions in their simplest form. Students compare the cost of items to make financial decisions, with and without the use of digital technology. They make simple estimates to judge the reasonableness of results. Students use variables to represent arbitrary numbers and connect the laws and properties of number to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data.

Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions.

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane.

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

Mathematics – Measurement and Geometry

Level 7	Level 8	Level 9	Level 10	Level 10A
Measurement and Geometry				
Using units of measurement				
Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving	Choose appropriate units of measurement for area and volume and convert from one unit to another	Calculate the areas of composite shapes	Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids	Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
Calculate volumes of rectangular prisms	Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites	Calculate the surface area and volume of cylinders and solve related problems		
	Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving determining radius, diameter, circumference and area from each other	Solve problems involving the surface area and volume of right prisms		
	Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume	Investigate very small and very large time scales and intervals		
	Solve problems involving duration, including using 12- and 24-hour time within a single time zone			
Shape				
Draw different views of prisms and solids formed from combinations of prisms				
Location and transformation				
Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries				



Geometric reasoning				
Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal	Define congruence of plane shapes using transformations and use transformations of congruent shapes to produce regular patterns in the plane including tessellations with and without the use of digital technology	Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar	Formulate proofs involving congruent triangles and angle properties	Prove and apply angle and chord properties of circles
Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning	Develop the conditions for congruence of triangles	Solve problems using ratio and scale factors in similar figures	Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes	
Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral	Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning			
Classify triangles according to their side and angle properties and describe quadrilaterals				
Pythagoras and trigonometry				
		Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles	Solve right-angled triangle problems including those involving direction and angles of elevation and depression	Establish the sine, cosine and area rules for any triangle and solve related problems
		Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles		Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies
		Apply trigonometry to solve right-angled triangle problems		Solve simple trigonometric equations
				Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right- angled triangles

Achievement Standard

<p>Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms.</p>	<p>Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes.</p>	<p>Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.</p>	<p>Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.</p>	
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Mathematics – Statistics and Probability

Level 7	Level 8	Level 9	Level 10	Level 10A
Statistics and Probability				
Chance				
Construct sample spaces for single-step experiments with equally likely outcomes	Identify complementary events and use the sum of probabilities to solve problems	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	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	Investigate reports of studies in digital media and elsewhere for information on their planning and implementation
Assign probabilities to the outcomes of events and determine probabilities for events	Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'	Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or'	Use the language of 'ifthen', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language	
	Represent events in two-way tables and Venn diagrams and solve related problems	Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians		
Data representation and interpretation				
Identify and investigate issues involving numerical data collected from primary and secondary sources	Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation	Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources	Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range	Calculate and interpret the mean and standard deviation of data and use these to compare data sets. Investigate the effect of individual data values including outliers, on the standard deviation
Construct and compare a range of data displays including stem-and-leaf plots and dot plots	Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes	Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'	Construct and interpret box plots and use them to compare data sets	Use digital technology to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation, make predictions based on this straight line and discuss limitations
Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data	Explore the variation of means and proportions of random samples drawn from the same population	Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread	Compare shapes of box plots to corresponding histograms and dot plots and discuss the distribution of data	
Describe and interpret data displays using median, mean and range	Investigate the effect of individual data values including outliers, on the range, mean and median		Use scatter plots to investigate and comment on relationships between two numerical variables	

			Investigate and describe bivariate numerical data, including where the independent variable is time	
			Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data	
Achievement Standard				
Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. They construct stem- and-leaf plots and dot-plots. Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes.	Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.	Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two- step experiments and assign probabilities for those outcomes and related events.	Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments.	



Science

Levels 7 and 8	Levels 9 and 10
Science Understanding	
Science as a human endeavour	
Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science	Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
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	Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries
	The values and needs of contemporary society can influence the focus of scientific research
Biological sciences	
There are differences within and between groups of organisms; classification helps organise this diversity	Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
Cells are the basic units of living things and have specialised structures and functions	An animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses
Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity	The transmission of heritable characteristics from one generation to the next involves DNA and genes
Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce	The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence
	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
Chemical sciences	
Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques	All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
The properties of the different states of matter can be explained in terms of the motion and arrangement of particles	The atomic structure and properties of elements are used to organise them in the periodic table
Differences between elements, compounds and mixtures can be described by using a particle model	Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
Chemical change involves substances reacting to form new substances	Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations
	Chemical reactions, including combustion and the reactions of acids, are important in both non- living and living systems and involve energy transfer
Earth and space sciences	
Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon	The theory of plate tectonics explains global patterns of geological activity and continental movement
Some of Earth's resources are renewable, but others are non-renewable	Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere

Water is an important resource that cycles through the environment	The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe
Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales	
Physical sciences	
Change to an object's motion is caused by unbalanced forces acting on the object ; Earth's gravity pulls objects towards the centre of Earth	Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current
Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another	The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors
Light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation	Energy flow in Earth's atmosphere can be explained by the processes of heat transfer
The properties of sound can be explained by a wave model	The explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics
Science Inquiry Skills	
Questioning and predicting	
Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge	Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables
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	Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types
In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task	Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability
Recording and processing	
Construct and use a range of representations including graphs, keys and models to record and summarise data from students' own investigations and secondary sources, and to represent and analyse patterns and relationships	Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students' own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data
Analysing and evaluating	
Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions	Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence
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	Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data
Communicating	
Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations



Achievement Standard

By the end of Level 8, students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They describe and apply techniques to separate pure substances from mixtures. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. They analyse the relationship between structure and function at cell, organ and body system levels. They identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. They predict the effect of environmental changes on feeding relationships between organisms in a food web. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion. They compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.

Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations, including designing field or experimental methods. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives. They explain the concept of energy conservation and model energy transfer and transformation within systems. They analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain natural radioactivity in terms of atoms and energy change. They explain how different factors influence the rate of reactions. They explain global features and events in terms of geological processes and timescales, and describe and analyse interactions and cycles within and between Earth's spheres. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.

Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. 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 use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

Design and Technologies

Levels 7 and 8	Levels 9 and 10
Technologies and Society	
Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures	Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved
Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups	Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
Technologies Context	
Engineering principles and systems	
Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions	Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
Food and fibre production	
Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable	Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre
Food specialisations	
Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating	Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
Materials and technologies specialisations	
Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment	Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions
Creating Designed Solutions	
Investigating	
Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas	Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas
Generating	
Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques	Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
Producing	
Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions	Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions



Evaluating	
Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability	Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
Planning and managing	
Use project management processes to coordinate production of designed solutions	Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes
Achievement Standard	
<p>By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>	<p>By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.</p>

Religious Education

Scope and Sequence: Levels 7–12 (in bands)

Achievement Standard		
<p>By the end of Level 8</p> <p>K&U Students explain the Catholic Tradition and its elements by investigating and analysing a range of perspectives. They use well-developed, evidence-based arguments to support their reasoning.</p> <p>R&R Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing the significance and the complexity of a variety of perspectives on issues</p> <p>P&CE Students reflect on experiences that provoke spiritual and religious insights by examining what has shaped their views on life, the sacred and religious.</p> <p>They integrate new insights by highlighting the complexities of significant local and global issues and proposing a personal stance</p>	<p>By the end of Level 10</p> <p>K&U Students explain the Catholic Tradition and its elements by distinguishing and connecting perspectives from both within and external to the tradition</p> <p>R&R Students interpret their life in dialogue with the Catholic Tradition and the cultural context by unpacking the complexities of global issues using a range of perspectives with reference to the future</p> <p>P&CE Students reflect on experiences that provoke spiritual and religious insights by articulating the role of conscience and ways people attend to its formation</p> <p>They integrate new insights by applying their personal stance to global trends and ethical issues</p>	<p>By the end of Level 12</p> <p>K&U Students explain the Catholic Tradition and its elements by evaluating differing perspectives, justifying and applying their own</p> <p>R&R Students interpret their life in dialogue with the Catholic Tradition and the cultural context by critically analysing and evaluating differing interpretations and demonstrating a willingness to question their own beliefs</p> <p>P&CE Students reflect on experiences that provoke spiritual and religious insights by demonstrating awareness of ways to nurture their conscience and develop appreciation of the mystery and beauty of God</p> <p>They integrate new insights by discerning action that matters on a personal and global scale</p>

Content Descriptors

Scripture & Jesus	Scripture & Jesus	Scripture & Jesus
<p>K&U 1 - explain the nature of sacred texts and, in particular, the Bible as the Word of God.</p> <p>K&U 2 - explain key narratives from the Old and New Testaments identifying understandings of the relationship between Jesus, God and humanity</p> <p>R&R - interpret the significance of key scripture passages from the Old and New Testaments to explore the relationship between God and humanity</p> <p>P&CE - reflect on ways the messages within sacred texts can be relevant for today</p> <p>K&U 1 - explain the connections between Jewish culture and tradition and the life of Jesus</p> <p>K&U 2 - explain the impact of history and culture on the writings of the Gospels</p> <p>R&R - interpret New Testament writings, comparing the contexts of then and now.</p> <p>P&CE - reflect on the impact of Jesus' message for his followers both then and now</p>	<p>K&U 1 - explain the links between Old Testament prophecy and the coming of Jesus as the Messiah</p> <p>K&U 2 - explain the purpose, messages and functions of Wisdom and Prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions</p> <p>R&R 1 - interpret the significance of the role of prophets for the people of Ancient Israel, the early Christian communities and today</p> <p>R&R 2 - interpret historical and contemporary artistic expressions of Mary and women in scripture, in relation to the place of women in the modern world</p> <p>P&CE - reflect on how wisdom literature and prophecy can impact on them and society today</p> <p>K&U - explain and compare key figures from Old and New Testaments and other sacred texts.</p> <p>R&R - interpret how people of today draw on the Old Testament to shed light on the New Testament</p> <p>P&CE - reflect on connections between their lives, sacred texts and the world</p>	<p>K&U - explain historical and religious understandings of Jesus from multiple perspectives including those outside the Christian tradition</p> <p>R&R - interpret Jesus in the light of His impact on Church history and the world</p> <p>P&CE - reflect on how they understand Jesus and what He means for today's world</p>



Church & Community	Church & Community	Church & Community
<p>K&U 1 - explain the historical context and experiences of the early Christian communities</p> <p>K&U 2 - explain the tradition of their school and its connection to the local and global Church community.</p> <p>R&R - interpret the actions of key people within the past and present Church who responded to a call to witness</p> <p>P&CE - reflect on their contribution to the school community and plan ways to contribute to the global Church</p> <p>K&U 1 - explain the role of mission in the past and present Church</p> <p>K&U 2 - explain the expansion of the global Church using an historical lens</p> <p>R&R - interpret the influence of the Church in the world</p> <p>P&CE - reflect on the role of mission as a call for action</p>	<p>K&U 1 - explain ways key figures and groups contributed to the development of the Catholic Church in Australia</p> <p>K&U 2 - explain the role of women in the past and present Church</p> <p>R&R - interpret social and political influences on the development of the Catholic Church in Australia</p> <p>P&CE - reflect on questions and understandings of Australian Catholicism and its contribution to contemporary society</p> <p>K&U - explain some of the distinctive ideas, teachings and practices that arose from significant events in Church history</p> <p>R&R - interpret and analyse key Church teachings within their historical context</p> <p>P&CE - reflect on the relevance of an historical period or a particular Church teaching to the life of the Church today</p>	<p>K&U - explain how Catholicism holds unity and diversity in tension</p> <p>R&R - interpret Catholicism in light of the call to service</p> <p>P&CE - reflect on the call to service and plan ways to contribute to the common good</p>
God, Religion & Life	God, Religion & Life	God, Religion & Life
<p>K&U - explain the significance of belief in the Trinity as a relational God</p> <p>R&R - interpret different understandings of transcendence P&CE - reflect on the call to action inspired by the Trinity</p> <p>K&U - explain how different faith traditions express the presence of God and describe right relationships</p> <p>R&R - interpret ways right relationships are expressed within Catholic Social Teaching and the social teachings of other faith traditions</p> <p>P&CE - reflect on how a faith tradition informs people's views and how they live in the world</p>	<p>K&U - explain the concepts of good and evil in relation to contemporary world views</p> <p>R&R - interpret cultural norms and how they shape beliefs</p> <p>P&CE - reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society</p> <p>K&U 1 - explain the strengths and challenges of religious diversity in Australian culture</p> <p>K&U 2 - explain the significance of ancient and indigenous spirituality for the Catholic Church in Australia</p> <p>R&R - interpret Christian spirituality, identifying its particularity</p> <p>P&CE - reflect on the importance of faith and spirituality for themselves and the world</p>	<p>K&U 1 - explain ecumenism in light of contemporary Church teaching and the message of Jesus</p> <p>K&U 2 - explain the Catholic tradition and the major world religions, by comparing the similarities and highlighting the differences</p> <p>R&R - interpret the role of religion in contemporary Australian society in relation to religious freedom</p> <p>P&CE - reflect on their role in upholding the dignity of all people in a multi-faith, multicultural society</p>

Prayer, Liturgy & Sacrament	Prayer, Liturgy & Sacrament	Prayer, Liturgy & Sacrament
<p>K&U - explain the nature of prayer and ritual in a variety of faith traditions with attention to their distinctive characteristics and purpose</p> <p>R&R - Interpret the significance of the celebration of the Eucharist for the Catholic faith community</p> <p>P&CE - reflect on the role of prayer, symbol and ritual in their life and that of the faith community</p> <p>K&U - explain the rites, signs, symbols and ritual used in celebrations of initiation across many faith traditions</p> <p>R&R - interpret the nature of belonging in relation to a Christian community and other communities of believers</p> <p>P&CE - reflect on ways that prayer, liturgy and sacraments support the faith life and identity of the community</p>	<p>K&U - explain the development of Marian and other devotions in the Catholic and other faith traditions</p> <p>R&R - interpret the significance of popular prayer and devotions in the Catholic and other faith traditions</p> <p>P&CE - reflect on devotional prayer and what it means for believers</p> <p>K&U 1 - explain Contemplative prayer with insight into the belief that God is present in all things.</p> <p>K&U 2 - explain the origins and historical development of the Eucharist</p> <p>R&R - interpret the significance of the Eucharist for Catholics today</p> <p>P&CE - reflect on relationship with God and how that might be expressed in personal and communal prayer and ritual</p>	<p>K&U - explain interior silence and justify the role of spiritual conversation in life</p> <p>R&R - interpret different forms of prayer and contemplation and the impact of these on spiritual well-being</p> <p>P&CE - reflect on the role of prayer in their life and in faith communities</p>
Morality & Justice	Morality & Justice	Morality & Justice
<p>K&U - explain key steps in the Catholic moral decision-making process</p> <p>R&R - Interpret the discernment processes used by key people within the past and present church</p> <p>P&CE - reflect on personal beliefs and attitudes, identifying the cultural and/or faith influences that inform decisions</p> <p>K&U - explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching</p> <p>R&R - interpret the validity of a variety of sources as guides for moral decision-making in light of Catholic Social Teaching</p> <p>P&CE - reflect on what guides people in decision-making</p>	<p>K&U - explain the foundations on which people base their ethical and moral stance</p> <p>R&R - interpret key life issues, applying critical discernment processes</p> <p>P&CE - reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally</p> <p>K&U 1 - explain Catholic Social Teaching and how it relates to and challenges the secular values of Australian society.</p> <p>K&U 2 - explain the complexities involved in developing moral maturity and responsibility</p> <p>R&R - interpret contemporary issues in light of Catholic Social Teaching</p> <p>P&CE - reflect on ethical dilemmas facing the local and global community</p>	<p>K&U 1 - explain Christ's vision of a just society</p> <p>K&U 2 - explain the role of conscience and free will in a morally mature person</p> <p>R&R - interpret the Catholic understanding of the Kingdom of God and its implications for economic and political participation</p> <p>P&CE - reflect on their stance on the dignity of the human person and the implications for personal decision-making and action</p>

Three strands of learning: Knowledge and Understanding (K&U); Reasoning and Responding (R&R); Personal and Communal Engagement (P&CE)



Content and Language Integrated Learning (CLIL)

What is CLIL?

Imagine if you were living in France, Italy or Japan, and you were studying History (for example) in French, Italian or Japanese. This is what CLIL is!

CLIL stands for Content and Language Integrated Learning; that is, Immersion into the Language. CLIL at Penola integrates 1 or 2 subject areas: **HUMANITIES** and/or **RELIGIOUS EDUCATION** with the foreign language.

Who can study CLIL?

At Penola, we offer this opportunity to students entering year 8 who are achieving at least a B+ average in Year 7 Japanese, Italian or French, and to students entering year 9 who are achieving at least a B+ average in Italian or Japanese.

Why study using the CLIL Methodology and what does it entail?

The 21st century requires skills and knowledge of Australian students that allow them to participate in working towards global solutions for global challenges. *Programs such as CLIL are amongst the most promising to achieve global competencies.*

CLIL programs provide additional exposure to the skills needed to learn to decipher, read and write in a foreign language. The programs are designed to enhance meaningfulness of the content that underpins the School's languages program, in relation to the broader curriculum. These skills learnt then become transferable to many, if not all, other subject areas.

Participating in a CLIL program undeniably facilitates the development of new communicative skills while learning new content, understanding and knowledge. This therefore creates opportunities for authentic and purposeful communication and comprehension in the target language.

How does it work?

Students are allocated **3/4 periods per week for the foreign language and 3/4 periods per week for each CLIL subject**. This means that they receive **more periods per week of instruction in the language** than the average student, which therefore enables them to be extended and accelerate as they move further up the school.

The content in CLIL Humanities and Religious Education is the same as in the Mainstream. The difference is that the content is mostly delivered and assessed in the foreign language, therefore making the language itself the tool for communication.

As for the Language, students learn the vocabulary and structures related to their Humanities/R.E. units as well as some of the topics taught in the Mainstream Language course, which would then allow them to communicate about themselves, their everyday lives, topics of interest to them, World issues and so on. **For example:** CLIL students in Italian or French may study the past tense earlier than Mainstream students as they may need to be able to speak about history.

In addition, classes may be smaller than Mainstream classes and may have the support of a native-speaking teacher and Language Assistant in the classroom.

What are the benefits?

- Improved skills – Listening, Speaking, Reading, Writing
- Students who complete CLIL may accelerate to VCE Units 1 & 2 in year 10, and 3 & 4 in year 11, thereby allowing for an Accelerated subject.
- Students who complete CLIL who do not wish to accelerate or who prefer to work on their skills for an extra year can gain entry to an “Advanced” Course in each of the Languages, which will set them up for success in VCE.
- CLIL Students who have travelled overseas reported that they were easily able to function in the Language and felt confident to converse with native speakers.

Year 9 Project-Based Learning (PBL)

Brief Overview

At Year 9, all students are involved in two Project-Based Learning (PBL) projects across all terms. These projects are worked on during some core lessons, as well as Pastoral periods when required, and on designated 'PBL Preparation Days' allocated for each project at key points in the timeline. The two PBL projects at Year 9 encourage students to work in small groups to establish problems and conduct research in order to find 'solutions' or answers to these problems, before presenting these findings to an audience of peers and adults. While the presentation methods vary between the projects, both allow small groups of students to contribute in a variety of ways and share their skills with others, whilst also learning from their peers and improving skills that may need development. There are opportunities for leadership within these groups for students willing to take on this role.

Key Skills

- Each individual takes ownership of the spaces, resources and the wide range of learning and teaching opportunities
- The environment inspires excellence, innovation and promotes collaboration
- Students are self-directed, motivated and independent learners
- Students take on various roles within groups, highlighting their skills and improving in areas of need
- Students have opportunities to pursue individual interests and apply critical thinking skills
- Students have highly developed literacy and numeracy skills
- Students and teachers collaborate in assessment processes
- Contemporary technologies are an integral part of learning and teaching
- Students learn to present publicly, utilising oral presentation and public speaking skills

Theme/Topics

Theme	Subjects Involved	Term/Semester
'Is Australia Fair?' is a social justice-based project that incorporates the City Experience. Students research whether Australia is 'fair' for particular groups in society and present their findings in the form of a group persuasive oral presentation with accompanying visual stimulus to an audience of Year 9 families.	<ul style="list-style-type: none">• English• Religious Education• Humanities	Term 1-2, Semester 1
'Our Eco Challenge' is an ecology-based project that incorporates the Source to Sea bike ride from Westmeadows to Docklands. Students research ways in which we can live more sustainably and present their findings in the form of a science-fair style presentation evening. They create models, posters and other ways of sharing their information with the visiting staff and families who attend their booths.	<ul style="list-style-type: none">• Science• Religious Education	Terms 3-4, Semester 2



Year 7 and 8 STEAM Project

Brief Overview.

At the end of Semester 1, Year 7 and 8 students will have an opportunity to participate in a STEAM project that they can choose from several topics. Students undertake two preliminary sessions before the actual STEAM week. The first session is based on team building activities. Students participate in activities designed to develop collaboration, cooperation and leadership skills. The second session is a plenary session where students brainstorm about their chosen project and within their smaller groups plan the direction of their project. This allows for the necessary equipment to be organised for STEAM week.

Key Skills

- Students develop 21st century skills, such as, collaboration, creativity, critical thinking
- Each individual takes ownership of the spaces, resources and the wide range of learning and teaching opportunities
- Students take on various roles within groups, highlighting their skills and improving in areas of need
- Students have opportunities to pursue individual interests
- Students are self-directed, motivated and independent learners
- Contemporary technologies are an integral part of learning and teaching
- Students learn to present publicly, utilising presentation and public speaking skills

Theme/Topics

The themes and topics on offer change each year to allow students access to a range of topics over the two years. These topics are determined by teacher input and student feedback from previous years.

The Topics for 2021 are listed in the table below:

2021 STEAM Projects	
Endangered animals	Explore what is happening in the world that is creating and imbalance which results in animals becoming endangered. Student will research a particular animal and research the causes and suggest solutions to the issue.
Being creative with Art/Music	The big picture being explored here is whether music can be used to help students deal with mental health issues in teenagers.
Futuristic Bicycle Designs	The aim of this project is to investigate viable futuristic bicycle designs that we can affordably build today for commuting, traveling long distances and for recreation.
Reducing the burn	Australia has one of the highest incidences of skin cancer in the world. In this project, students use their knowledge of this significant health issue to develop a mathematically rigorous solution that allows Australians to determine their level of sun exposure.
Daily Life Skills	Learning skills that apply to everyday life, such as, cooking, personal budgeting, assembling flat pack furniture, gardening and cleaning.
The Monster in your Wardrobe	Fast fashion is cheap, trendy, and expendable but what is the impact on our planet. The project will investigate the scientific, environmental, ethical, and historical perspective behind fast fashion.
Mosaic and Ceramic Artwork	Designing and producing a collaborative mosaic artwork using glass and ceramic tiles and broken cutlery.

Ocean Plastic Waste	Investigates the use and effects of the use of plastics in the 21st century.
Playmaking	'Social Issues Theatre' focuses on the dynamic relationship between theatre and society. It casts a spotlight on important issues for audiences to consider as an agent for social criticism and/or change. The project will focus on exploring mental health issues of teens, specifically looking at the impact of bullying.
Retro Resilience	Looks at how games are engaging and connecting this to learning. Investigates are video game design to: <ol style="list-style-type: none"> 1. Allowing student to chase their curiosity 2. Solving challenging problems Make sense out of the past
Sewing for the community	Learn the skill of quilting through using of sewing machine. These are then donated to the Mercy Women's Hospital.
Simplify your life	Investigation into the ways that our homes are automated in the 21st century. They will then create a functional prototype and create an algorithm to automate that task.
Overhaul, Outdoor Originate - Spare parts/3D printing	Use 21st century technologies to investigate: <ol style="list-style-type: none"> 1. How items become obsolete, questions the profitability of repair 2. How objects can be adjusted to give it a new purpose Create new or redesigned products.
Spies like us-coding an escape room	Combines all the excitement of solving coded puzzles with the practical skills to work as a spy team and create an escape room.
Startup School	Create a business idea, make a viable product, and then pitch your idea. Through this you will explore the roles small business play in the economy.
From stem to root	Project will focus on ways to reduce food waste, to create a weekly food menu with minimal ingredients for a family. Students will use these skills to create a video presentation to a food rescue organisation.
Strategy of Board Games	Strategy games develop thinking skills, teamwork and decision making, which are all great 21st century skills. Students will play the game, teach some one game and then provide a video highlighting the strategies that they used.



References

Melbourne Archdiocese Catholic Schools



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

<https://www.macs.vic.edu.au/Our-Schools/Curriculum-Learning-Programs/Religious-Education.aspx>



RESource

<https://resource-macs.com/scope-sequence-7-12-2/>

Victorian Curriculum and Assessment Authority



VICTORIAN CURRICULUM
AND ASSESSMENT AUTHORITY

F-10 Curriculum <https://victoriancurriculum.vcaa.vic.edu.au/>

VCE Study Designs <https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

VCAL Curriculum <https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx>