

Every chance to learn

Curriculum framework for ACT schools
Preschool to year 10



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Message from the Minister



Providing quality schooling is a high priority for the ACT Government. This new curriculum framework, *Every chance to learn*, is an exciting and historic development in ACT school education – one that will ensure we provide the very best teaching and learning for our students.

From 2008, all ACT schools will use this framework to plan what they teach in their school curriculum from preschool to year 10.

The new framework states clearly what the ACT community believes is essential for all students to learn and what we expect all students to be able to do as a result of that learning. It lays the foundation for high curriculum standards in all ACT schools by identifying the essential content that should be taught to the children and young people of Canberra.

The title of the framework, *Every chance to learn*, came from students, who told us that they wanted their teachers to give them 'every chance to learn' the knowledge and skills that will best prepare them for life and work in the 21st century. With this new framework, all ACT students will be taught the knowledge, skills and values that are critical for their future as lifelong learners and as informed citizens.

Consultation has been a key feature of the four-year curriculum renewal process, led and informed by the Curriculum Renewal Taskforce and Curriculum Renewal Consultative Committee, both with broad professional and community representation. Many teachers, students, parents, academics and community members contributed to each phase of the framework's development.

I commend the expertise and efforts of everyone involved in producing such a quality document and wish all ACT principals and teachers well, as they use this framework to maximise the learning outcomes for the students in their care.

Andrew Barr MLA
Minister for Education and Training

Message from the Chair, Curriculum Renewal Taskforce



Every chance to learn - Curriculum framework for ACT schools is a significant step forward for school education in the ACT. This document provides a strong foundation for ACT schools to develop quality curriculum plans and for teachers to develop quality teaching programs for all students, from preschool to year 10. I am proud to have been Chair of the Curriculum Renewal Taskforce that has had the responsibility for producing this curriculum framework.

The framework is the culmination of four years of collaboration and hard work through a curriculum renewal process that commenced in 2004.

The development process has been rigorous, with a high level of intellectual engagement by school leaders, teachers, academics and community members. The consultation with teachers, parents and key stakeholders has been extensive. The response from school communities to the framework, and to the many opportunities to participate in its development, has been overwhelmingly positive. Of most significance has been the active involvement of teachers in commenting on, writing and trialling the framework to ensure it is truly one developed and owned by the profession.

The exercise of teachers' professional judgement is at the heart and soul of the teaching and learning process. While the curriculum framework identifies learning that is essential for all ACT students, it gives teachers the professional freedom and responsibility to determine how best to organise that essential learning and to make adjustments to meet the particular needs of their students. It is, therefore, of no surprise that this curriculum framework recognises that quality teaching is the key to student achievement.

On behalf of the Taskforce, I would like to congratulate and thank everyone who contributed to the development of *Every chance to learn*. I would also like to thank my fellow Taskforce members. As representatives of education systems and stakeholders, we have worked together with professionalism and goodwill to produce a curriculum framework of the highest standard.

Michele Bruniges
Chair, Curriculum Renewal Taskforce

Introduction

This document sets the foundation for a new approach to curriculum development in ACT schools. It provides government and non-government schools in the ACT with the curriculum framework on which to base their school curriculum plans from preschool to year 10.

The curriculum framework comprises 10 curriculum principles to guide curriculum decision-making in schools and 25 Essential Learning Achievements that identify what is essential for all ACT students to know, understand, value and be able to do. It has been finalised after a four-year period of extensive review and development, community consultation, school trial and external validation.

The curriculum framework is designed to ensure that all ACT students, from preschool to year 10, are provided with a comprehensive and balanced curriculum that will:

- give students every chance to learn the essential knowledge, understandings and skills that will allow them to be active, effective and responsible participants in society
- give students every chance to learn a core of discipline-based study from the eight key learning areas of English, mathematics, science, the social sciences, technology, health and physical education, languages and the arts
- prepare students to take part in further education, training and work in the 21st century
- encourage and enable students to enjoy learning and to realise their individual potential
- encourage and enable students to contribute to a fair and just society that values diversity
- promote continuity and coherence of learning across year and school transitions from preschool to year 10.

The *Education Act 2004* (the Act) requires the Chief Executive of the Department of Education and Training to decide the curriculum requirements for children attending government schools (other than in years 11 and 12). These requirements include the framework of the curriculum and the principles on which the curriculum is based. The Act also states, as a criterion for registration, that the curriculum of non-government schools meet the curriculum requirements (including the framework of the curriculum and the principles on which the curriculum is based) as for students attending government schools.

From 2008, all ACT government and non-government schools will base their school curriculum plans on *Every chance to learn – Curriculum framework for ACT schools*. This will ensure that all students in the ACT are given every chance to understand the world in which they live and act effectively in that world.

Definition of curriculum

Curriculum is all learning planned, guided and implemented by the school.

'Curriculum' is used in the ACT to encompass all learning that is planned, guided and implemented by the school. The alignment of these elements creates the best opportunities for maximising student learning achievement. In its entirety, curriculum develops the whole child—intellectually, physically, socially, emotionally, morally and spiritually.

All learning that is *planned*

Curriculum involves planning strategically for student learning and documenting those plans. Schools need to plan the intended curriculum—what students need to know, understand, value and be able to do, and how and when teachers plan to provide opportunities for students to achieve those intended outcomes. This involves schools making decisions about intended learning outcomes, content, pedagogy and assessment, and planning for these aspects at the school, year and/or classroom levels.

All learning that is *guided*

Curriculum involves thinking consciously about all those aspects of the school and classroom environments and structures that can influence learning, and ensuring those aspects guide and enhance student learning. Schools need to plan for the guided curriculum—they need to make decisions about aspects such as school goals, values, policies, practices, curriculum organisation and timetabling in ways that maximise the opportunities for student learning and achievement. Teachers need to look at ways to encourage and model positive relationships and interactions and put into practice the school's goals, values and policies.

All learning that is *implemented*

Curriculum is more than the documentation of plans for student learning. It includes what teachers actually do—the ongoing decision-making and responding to students' needs and teaching moments in a dynamic teaching and learning environment. It also includes what students actually know, understand, value and are able to do as a result of the delivered and assessed curriculum—the learning actually achieved through the implementation of teaching plans.

Educational purpose of curriculum

The purpose of curriculum is to develop each student as a learner, person, community member and contributor to society.

Student learning and development are at the centre of a school's curriculum. The aim of curriculum is to develop students as learners and as people, empowering them with the knowledge, understandings, capabilities and values to participate as active members of their community and society.

The purpose statement guides curriculum decisions made by schools. It provides a common goal and language for ACT schools, teachers, parents and students. All areas of a school's curriculum should contribute to achieving this common goal for each student, in partnership with parents and the community.

The purpose of curriculum is to develop each student as a ...

... learner

The core business that distinguishes school as a social institution is the development of children and young people as learners. Curriculum develops the understandings, skills and attitudes for lifelong learning that are vital to the success of students in school, in further education and training and in the workplace.

... person

Curriculum provides the foundation for each student's intellectual, physical, social, emotional, moral and spiritual development, enabling them to discover and develop their capabilities and talents through a balanced education of the whole person.

... community member

Curriculum prepares students with the knowledge, understandings, skills and values to be active, informed citizens and to participate in the social and economic life of the community.

... and contributor to society

Curriculum develops students as critical thinkers, problem-solvers and innovators. It supports students to apply their knowledge and skills to their experiences beyond school and to contribute to the local, national and global society.

Principles underpinning curriculum for ACT schools

Ten principles underpin the curriculum framework for ACT schools and the curriculum decisions that schools make when exercising their school-based curriculum responsibility.

The first two principles lay the foundation for this curriculum framework. Eight principles support schools in making school-based curriculum decisions on the basis of the framework.

They are not presented in priority order. Each is equally important.

Principles underpinning the curriculum framework

1. The framework of the curriculum should identify learning that is essential for all ACT students.

This curriculum framework establishes a core of what is essential learning for every student, from preschool to year 10, in government and non-government schools. The Essential Learning Achievements in the curriculum framework identify what is essential for all students to know, understand, value and be able to do from preschool to year 10.

Decisions about additional 'worthwhile' learning for students in the school are decisions best made by the school and its community.

2. Schools should be responsible for their students' curriculum.

Schools and their communities are best placed to make decisions about curriculum for their students. Schools are responsible for deciding how they will organise their curriculum to maximise opportunities for each student to access learning about the Essential Learning Achievements in this curriculum framework. Schools, in consultation with their communities, may also identify additional 'worthwhile' learning for some or all students for incorporation in the school curriculum.

Teachers, students, parents and other community members have significant roles in making decisions about the organisation and delivery of essential learning based on the curriculum framework and worthwhile learning determined by the school.

Principles underpinning school curriculum decisions

3. Curriculum should be based on the belief that every student can learn.

Curriculum decisions should be founded on the belief that, with good teaching and the right support, every student can learn—every student can be engaged, can attain learning goals within a reasonable amount of time and can feel a sense of achievement in attaining these goals. Curriculum decisions should also be based on high expectations of students and their learning.

4. Curriculum should focus on maximising student learning.

Curriculum decisions should begin with the identification of what each student already knows, understands, values and can do, and concentrate on creating the conditions to build on this by implementing the strategies that will maximise the learning outcomes of each student.

5. Curriculum should provide every student with sustained opportunities to learn.

Curriculum should identify what each student should learn, and plan for the provision of ongoing conditions and experiences to ensure that learning occurs. Curriculum decisions should be made about the best ways to organise the essential and worthwhile learning of the school curriculum within years and bands of development in order to provide sustained learning opportunities for students.

6. Curriculum should promote depth of student understanding and expertise.

Curriculum should develop in students a deep grasp of the central concepts and ideas that underpin topics, subjects or disciplines and of the relationships among those concepts and ideas. Curriculum decisions should ensure that the knowledge being addressed in the curriculum focuses on key concepts and ideas, and that students have opportunities to demonstrate meaningful and deep understanding of those concepts and ideas. This principle recognises that achieving depth requires substantial curriculum emphasis and that excessive breadth leads to superficial learning.

7. Curriculum should be equitable and inclusive.

Curriculum decisions should ensure that all students have access to learning regardless of their race, ethnicity, gender, sexual orientation, ability, disability, physical or intellectual attributes, language, culture, religion, age and social or economic condition. Curriculum decisions should value and include the knowledge, perspectives, cultural backgrounds and experiences each student brings to their learning. The school curriculum should provide opportunities for students to develop intercultural and inter-group understanding and value diversity. It should enable all students to realise their individual potential.

8. Curriculum decisions should be based in ethical practice.

High levels of ethical behaviour are required by all those involved in making decisions about any aspect of curriculum, including intended learning outcomes, content, pedagogy, assessment practices, organisational structures and interactions between teachers and learners. Ethical practice demands that the best interests of the student are kept foremost in mind in all such decisions. It also demands that reasonable measures or steps be taken to ensure all students are provided with opportunities to participate in meaningful and relevant learning experiences.

9. Curriculum should be coherent and aligned.

The school curriculum should make connections: between essential and worthwhile learning; among content selection, pedagogy and assessment approaches; and among years and stages of schooling. Curriculum decisions should ensure learning has value and meaning for students beyond the classroom and school. Schools need to ensure that the curriculum builds coherent connections and makes these clear to students and the community.

10. Curriculum should be dynamic and responsive.

Curriculum is not static. Schools should regularly review their curriculum to ensure it is responsive to: the ongoing needs of the students and the changing world around them; developments in knowledge; evidence-based practice; and new information about student learning, pedagogy and assessment. The flexibility inherent in school-based curriculum responsibility should be fully utilised to achieve a dynamic and responsive school curriculum.

Essential learning in the ACT school curriculum

Essential Learning Achievements

The ACT curriculum framework identifies the learning that is essential for students as they progress from preschool to year 10 through 25 Essential Learning Achievements. Essential Learning Achievements are statements of what is essential for ACT students to know, understand, value and be able to do from preschool to year 10.

Schools must decide how they will organise their curriculum to maximise opportunities for students to develop the knowledge, understandings, skills and values contained in each Essential Learning Achievement.

The 25 Essential Learning Achievements that make up the curriculum framework are listed below.

1. The student uses a range of strategies to think and learn.
2. The student understands and applies the inquiry process.
3. The student makes considered decisions.
4. The student acts with integrity and regard for others.
5. The student contributes to group effectiveness.
6. The student uses Information and Communication Technologies effectively.
7. The student creates, presents and appreciates artistic works.
8. The student listens and speaks with purpose and effect.
9. The student reads effectively.
10. The student writes effectively.
11. The student critically interprets and creates texts.
12. The student takes action to promote health.
13. The student is physically skilled and active.
14. The student manages self and relationships.
15. The student communicates with intercultural understanding.
16. The student understands and applies number.
17. The student chooses and uses measures.
18. The student recognises and represents patterns and relationships.
19. The student understands and applies scientific knowledge.

20. The student acts for an environmentally sustainable future.
21. The student understands about Australia and Australians.
22. The student understands and values what it means to be a citizen within a democracy.
23. The student understands world issues and events.
24. The student makes informed choices about money and finance.
25. The student designs, makes and appraises using technology.

Discipline-based and interdisciplinary learning

The ACT curriculum framework ensures all students are provided with a core of discipline-based study from the eight key learning areas of the arts, English, health and physical education, languages, mathematics, science, the social sciences and technology. It also ensures that learning in the key learning areas is underpinned by, and connected with, the essential interdisciplinary knowledge, understandings and skills required for students to prosper in the 21st century.

Figure 1 shows the 25 Essential Learning Achievements organised according to their discipline-based or interdisciplinary nature.

As well as encompassing the agreed eight key learning areas, as defined by *The Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* (1999), the Essential Learning Achievements support the commitment of states and territories to discipline-based and interdisciplinary learning as outlined in the report, *The Future of Schooling in Australia* (2007). They also incorporate the national Statements of Learning for English, mathematics, science, civics and citizenship and Information and Communication Technologies, fulfilling the requirements of the Australian Government's *Schools Assistance Act 2004* and associated regulations.

The 25 Essential Learning Achievements are presented in this document in the order in which they have been grouped in Figure 1. The Essential Learning Achievements have no priority order.

Literacy and numeracy across the curriculum

Literacy and numeracy are integral to effective learning across the curriculum.

Literacy is the ability to read, write and use written language appropriately in a range of contexts for different purposes and to communicate with a variety of audiences. Reading and writing, when integrated with speaking, listening, viewing and critical thinking, constitute valued aspects of literacy in modern life.¹ Literacy includes the cultural knowledge that enables a speaker, writer or reader to recognise and use language appropriate to different social purposes and situations.

¹ Department of Employment, Education, Training and Youth Affairs, *Literacy for all: the challenge for Australian schools*, DEETYA, Canberra, 1998.

Numeracy is the ability to use mathematics effectively to meet the general demands of life at home, in paid work and for participation in community and civic life.²

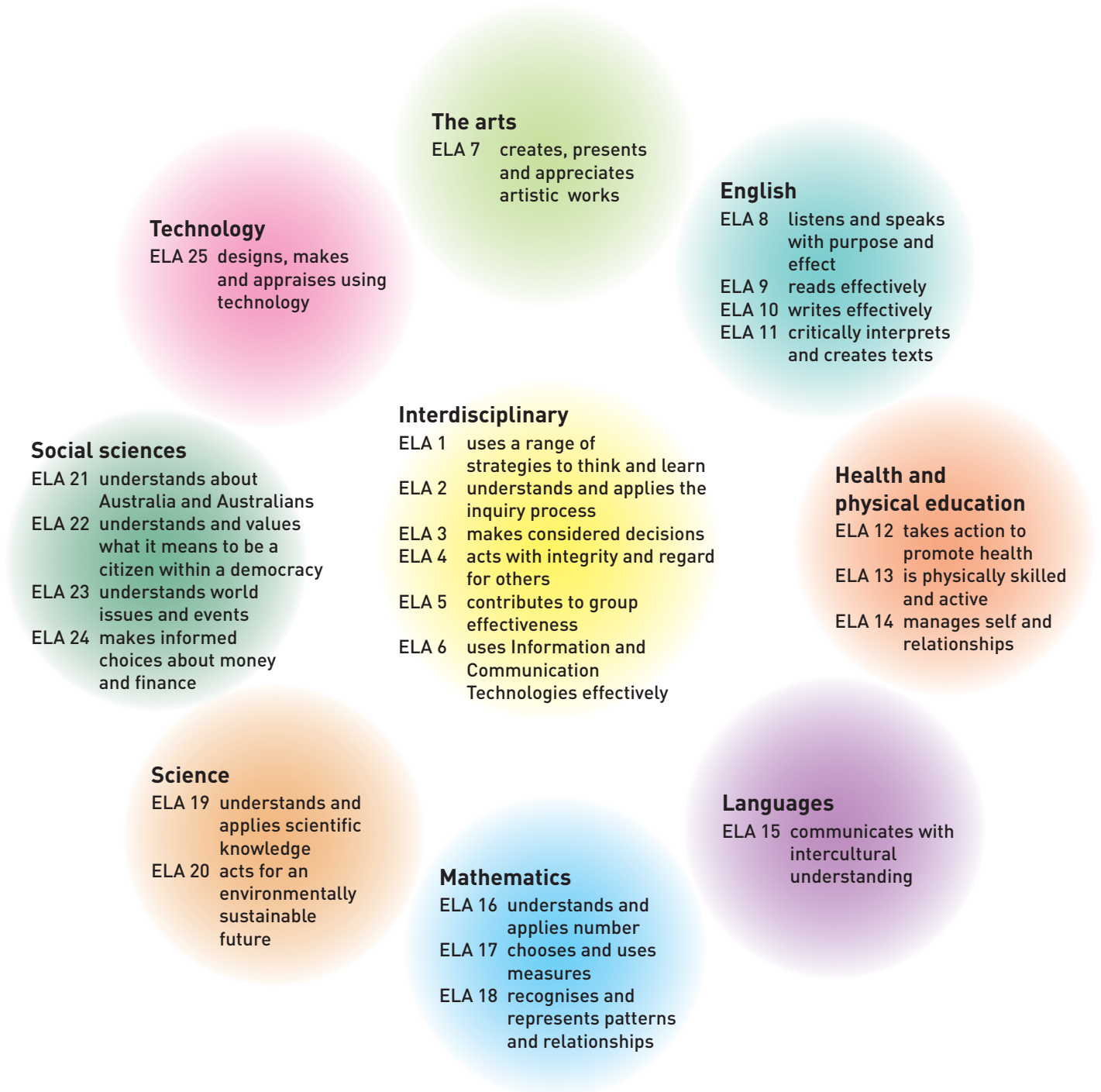
Schools need to provide all students with sustained opportunities to develop their literacy and numeracy capabilities. All teachers have a responsibility to develop students' capabilities to read and write texts and use mathematical concepts and skills associated with learning in a particular subject or key learning area. This is a responsibility shared by all teachers. It is not one limited to teachers at certain year levels or to teachers of English and mathematics.

Within the framework, there are a number of Essential Learning Achievements relating to English and mathematics that contain literacy and numeracy content relevant across the curriculum. Teachers should refer to these Essential Learning Achievements when planning learning that addresses the literacy and numeracy demands of their particular subject or key learning area.

² Department of Education, Science and Training, *Numeracy research and development initiative 2001-2004: an overview of numeracy projects*, DEST, Canberra, 2005.

Figure 1: Organisation of the Essential Learning Achievements in the framework

The student ...



Structure of Essential Learning Achievements

Each Essential Learning Achievement has an overview statement, with essential content and markers of progress described in four bands of development.

Overview

The overview describes the scope of the Essential Learning Achievement. It defines the key features and concepts of the Essential Learning Achievement and identifies its distinctiveness from other Essential Learning Achievements. The overview identifies the attitudes and values students have the opportunity to develop in the Essential Learning Achievement, as well as explicit links to other Essential Learning Achievements.

Bands of development

The curriculum framework has been sequenced in four bands of development, from preschool to year 10—early childhood, later childhood, early adolescence and later adolescence. The four bands of development are related to ages and school years.

Early childhood – preschool to year 2

Later childhood – year 3 to year 5

Early adolescence – year 6 to year 8

Later adolescence – year 9 to year 10.

The bands of development have been determined drawing on research on child growth and development and on curriculum practice in other jurisdictions.

The bands of development provide the basis for the organisation of essential content and markers of progress in the curriculum framework.

Essential content

Essential content is specified for each Essential Learning Achievement under the four bands of development. Essential content specifies the essential knowledge, understandings and skills that all students should have the opportunities to learn by the end of the band of development. Schools must organise their curriculum in ways to ensure this can occur.

In the discipline-based Essential Learning Achievements, essential content is organised in terms of students having opportunities to develop core knowledge and understandings ('understand and learn about ...') and skills ('learn to ...').

In the interdisciplinary Essential Learning Achievements, essential content is organised as integrated 'opportunities to learn'.

The essential content incorporates the 'opportunities to learn' from the national Statements of Learning for English, mathematics, science, civics and citizenship and Information and Communication Technologies (ICT). Schools need only to refer to and plan their school curriculum on the basis of the ACT curriculum framework to meet the Australian Government requirements from 2008.

Markers of progress

Markers of progress describe the typical achievement expected of students in each Essential Learning Achievement by the end of each band of development. Most students will make steady progress in each Essential Learning Achievement as they move from preschool to year 10.

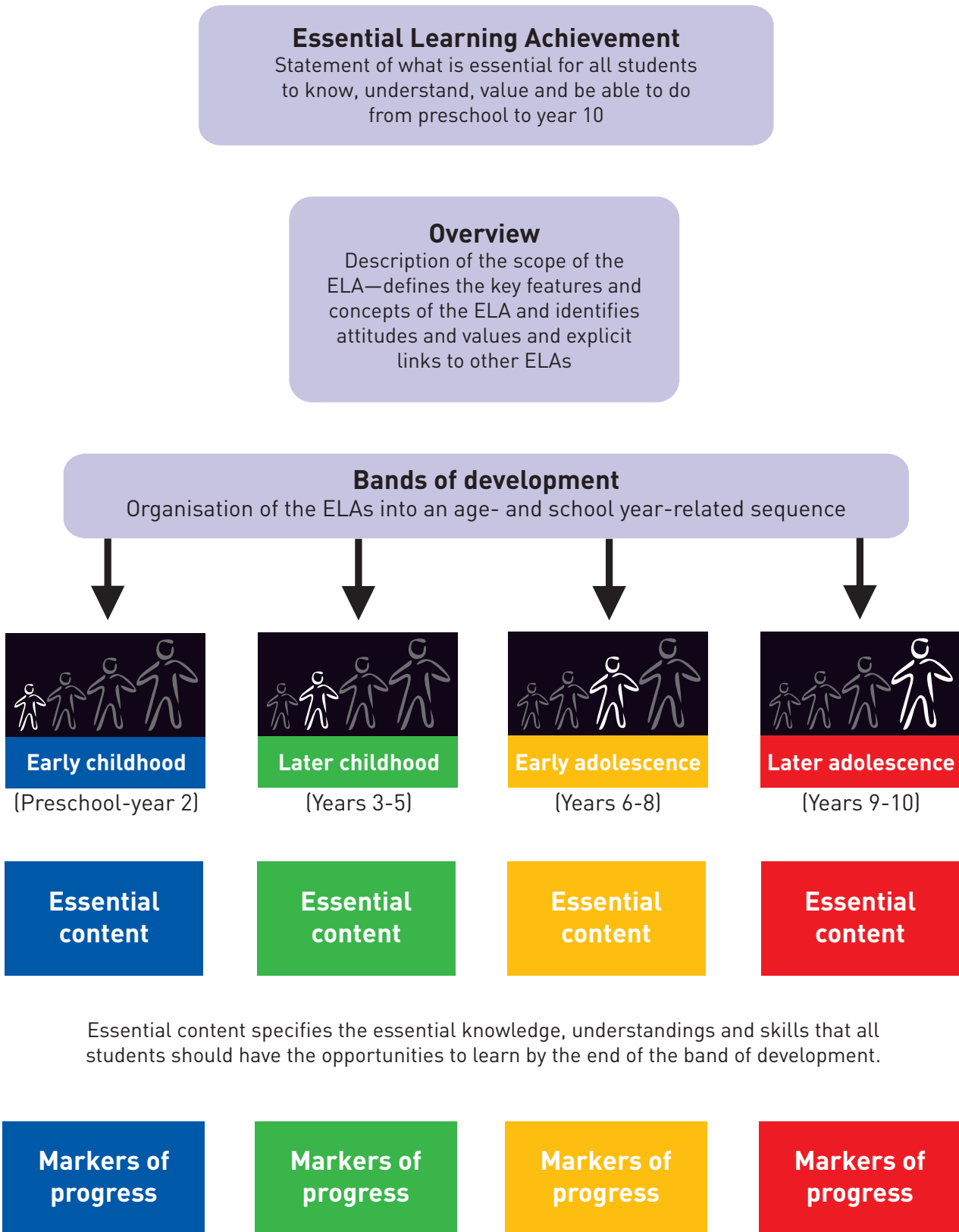
Some students who are particularly talented in an Essential Learning Achievement may make exceptional progress and demonstrate achievement of the markers of progress well before the end of the band of development. The school curriculum will extend and enrich learning for these students.

Students for whom English is a second or subsequent language demonstrate a wide range of English language proficiency and progress through well-documented stages of English language acquisition. While they are learning English, such students need explicit English language support to enable them to achieve the markers of progress in the Essential Learning Achievements to the same levels as their peers for whom English is a first language.

Other students, because of a disability or learning difficulty, may not be able to demonstrate achievement of the markers of progress in a particular Essential Learning Achievement in the same ways as other students. The Australian Government *Disability Standards for Education 2005* state that students with a disability have the right to participate in educational courses or programs that are designed to develop their skills, knowledge and understanding, including relevant supplementary programs, on the same basis as their non-disabled peers. Teachers can adapt essential content and markers of progress in particular Essential Learning Achievements, when required, as part of the process of developing individual learning plans or special programs for students with special needs.

Figure 2 illustrates the structure of each Essential Learning Achievement.

Figure 2: Structure of the Essential Learning Achievements



Markers of progress describe the typical achievement expected of students by the end of each band of development.

Implementing the curriculum framework

School-based curriculum responsibility

Schools are responsible for deciding how they will organise their curriculum to maximise opportunities for student achievement of the Essential Learning Achievements in this framework.

The framework identifies a core of learning that is essential for all students in the ACT. It does not necessarily describe all the learning considered valuable for students in each school.

Schools, in consultation with their school communities, may also determine additional learning they believe is important for some or all of their students and include this in their school curriculum. The term 'worthwhile' learning is used to describe this additional learning that may be identified by schools.

In developing their curriculum, schools need to decide:

- what worthwhile learning they may wish to include for some or all students in the school
- how the worthwhile and essential learning will be linked
- how their curriculum will be organised to include both the essential learning from the curriculum framework and the worthwhile learning from their school-based decision-making.

The curriculum principles should inform and guide these curriculum decisions. Schools need to document the results of these decisions in their school curriculum plans.

Implementing school curriculum plans involves making decisions about pedagogy and assessment in order to maximise student learning. Schools need to ensure that the courses or programs of study are designed in such a way that each student is able to participate in the learning and assessment experiences of the course or program. The following statements on pedagogy and assessment are provided to support schools and teachers in making these decisions.

Pedagogy in ACT schools

Research has consistently shown that it is the quality of teaching that most directly and powerfully affects the quality of learning outcomes that students demonstrate.

'Pedagogy' is the term commonly used to describe the art and science of teaching. Pedagogy can be seen in the activity that takes place in classrooms or other

educational settings and in the nature of the learning and assessment tasks set by teachers. Pedagogy recognises that how teachers teach and assess is inseparable from what they teach and assess, who their students are and how students learn.

In recent years there have been several attempts to describe the general characteristics of quality pedagogy in ways that:

- build on what good teachers have always done
- can be sustained organisationally by schools
- have demonstrated positive effects on learning outcomes for all students.

Key among these descriptions have been Authentic Pedagogy,³ Education Queensland's Productive Pedagogies⁴ and, most recently, the New South Wales Department of Education and Training's Quality Teaching model.⁵ A synthesis of the large body of research evidence on pedagogy identifies three key features of classroom practice that have been linked to improved student outcomes:

- Children need to think deeply about things that matter. In order to support this type of learning, teachers need to use pedagogy that is fundamentally based on promoting high levels of intellectual quality.
- Classrooms need to be challenging and engaging. In order to provide these conditions, teachers need to use pedagogy that is soundly based on promoting a quality learning environment.
- Children need to see value in what they are learning. In order to support this outcome, teachers need to use pedagogy that develops and makes explicit to students the significance of the work they undertake.

These three key features represent three dimensions of pedagogy as described by the New South Wales Quality Teaching model. They form the basis of the approach to pedagogy that will underpin the implementation of the curriculum framework in ACT schools.

Dimension 1: Intellectual quality

Intellectual quality is central to effective teaching. Intellectual quality refers to pedagogy focused on producing deep understanding of important, substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and students to engage in higher-order thinking and to communicate substantively about what they are learning.

A substantial body of research has demonstrated that pedagogy focusing on high levels of intellectual quality benefits students, whether they are high or low achievers,

³ F Newman & Associates, *Authentic achievement: restructuring schools for intellectual quality*, Jossey-Bass, San Francisco, 1996.

⁴ For more information on Education Queensland's Productive Pedagogies, go to http://education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/

⁵ New South Wales Department of Education and Training, *Quality teaching in New South Wales public schools*, DET, Sydney, 2003.

from backgrounds typically identified as educationally disadvantaged or privileged, or identified as gifted and talented or with special needs in mainstream classes.

Pedagogy focused on intellectual quality reinforces the importance of two principles underpinning curriculum for ACT schools:

Principle 5: *Curriculum should provide every student with sustained opportunities to learn.*

Principle 6: *Curriculum should promote depth of student understanding and expertise.*

Dimension 2: Quality learning environment

Quality learning environment refers to pedagogy that creates conditions where students and teachers work productively in an environment clearly focused on learning. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and students and among students.

Research into authentic and productive pedagogy, teacher expectations, student time-on-task and student engagement has consistently demonstrated that a strong, positive and supportive learning environment produces improved student outcomes.

Pedagogy focused on a quality learning environment reinforces the importance of two principles underpinning curriculum for ACT schools:

Principle 3: *Curriculum should be based on the belief that every student can learn.*

Principle 4: *Curriculum should focus on maximising student learning.*

Dimension 3: Significance

Significance refers to pedagogy that helps make learning meaningful and important to students. Such pedagogy draws clear connections with students' prior knowledge and identities, with contexts outside of the classroom and with multiple ways of knowing and cultural perspectives.

Research demonstrates that, for learning to have meaning and importance for students as individuals and as members of social groups, as well as have an impact beyond the classroom, the pedagogy must make it clear that students' learning matters.

Pedagogy focused on significance reinforces the importance of two principles underpinning curriculum for ACT schools:

Principle 7: *Curriculum should be equitable and inclusive.*

Principle 9: *Curriculum should be coherent and aligned.*

These three dimensions of pedagogy have been identified to provide a consistent approach to quality teaching within all ACT schools. The dimension of intellectual quality is central to pedagogy that produces quality student learning outcomes. All three dimensions are essential if students are to benefit from high intellectual quality.

School leaders and teachers can use this model of pedagogy as they implement the ACT curriculum framework to focus discussion and critical reflection on teaching and assessment practices in their classrooms and schools. The model caters for student diversity and a variety of teaching styles. The model can also be applied across curriculum areas and in all years of schooling.

Assessment and reporting in ACT schools

Teachers assess and report on student achievement and progress against the curriculum organisation of their school, taking into consideration any systemic or school policies and regulations.

Schools are required to incorporate the essential content of the Essential Learning Achievements from the curriculum framework into their school curriculum. The markers of progress provided in the Essential Learning Achievements describe typical achievement expected of students by the end of each band of development. They are intended as guides to assist teachers as they plan their teaching programs. Teachers can use the markers of progress as signposts for thinking about where their students are 'at', and where they need to progress to, in making decisions about content, teaching strategies and assessment tasks in their teaching programs.

Teachers assess and report student progress and achievement against the key learning area, course or subject they have taught, as defined by their school curriculum organisation. Schools are not required to formally assess and report against individual Essential Learning Achievements in the framework.

Assessment

Assessment is a continuous process of gathering and interpreting evidence to make judgements about student learning. Assessment assists teachers to plan, guide and implement learning. Teachers gather evidence for learning and exercise sound interpretation and judgement whether the purpose is to make:

- formative assessments of student learning (assessment for learning), or
- summative assessments of student learning (assessment of learning).

Assessment for learning

Assessment for learning informs ongoing decisions about teaching and learning. Assessment at the beginning of a teaching and learning sequence, course or program is used to determine students' prior knowledge, understandings and skills. During the teaching and learning sequence, assessment provides information about students' progress towards learning goals.

Assessment for learning:

- is part of teaching and learning
- requires clear identification of learning goals and communication of these to students
- involves ongoing collection of relevant data about student learning
- involves feedback to students
- involves student self-assessment
- is built on beliefs about learning and learners
- is enhanced through teacher collaboration.

Assessment of learning

Assessment of learning informs judgements of student learning achievement at the end of a teaching and learning sequence, course or program. Such assessment is used to prepare reports of student achievement and to evaluate the teaching and learning programs to inform future planning.

Best practice in assessment

Teachers must ensure that:

- assessment is ongoing through a variety of assessment tasks and strategies, both formal and informal, so that sufficient evidence is gathered to make sound judgements about individual students' learning
- assessment is valid and that, collectively, the assessment tasks and strategies encompass the breadth and depth of planned learning goals for the student
- assessment tasks and strategies promote high levels of intellectual quality, are soundly based on promoting a quality learning environment and make explicit to students the significance of the task or strategy
- collectively, assessment tasks and strategies are fair and enable all students to demonstrate their learning achievements consistently, autonomously and over a range of learning contexts.

Reporting

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning. The key purpose of reporting is to support student learning by providing information to students and parents or carers about student achievement and progress and to indicate areas for further development.

Reporting fosters partnerships between parents, students and teachers, as well as providing a formal record of each student's learning progress and achievement. Reporting student achievement provides a measure of a school's accountability for its students' learning outcomes. Schools have a responsibility to provide regular, accurate and comprehensive information about a student's intellectual, social and personal development.

Best practice in reporting

Teachers must ensure that:

- reporting is based on valid and reliable assessment and moderation practices
- a range of reporting strategies is used to suit the needs of the school community
- inclusive reporting practices and reasonable accommodations are used to ensure all students and parents have access to information about student achievement and progress
- reports are understandable to students and parents
- the privacy of individuals is protected.

Essential Learning Achievements



1

The student uses a range of strategies to think and learn

Overview

This Essential Learning Achievement focuses on two interrelated processes that make education successful—thinking and learning. Thinking, as it applies in this Essential Learning Achievement, is the deliberate use of mental powers to form ideas, develop mental images and solve problems. Thinking calls upon perception, reasoning, logic, creativity, imagination and contemplation.

Most individuals have a preferred way of thinking that is generally used to deal with all thinking requirements. Part of the thinking focus of this Essential Learning Achievement is on understanding preferred ways of thinking, exploring new ways of thinking and broadening the available repertoire of thinking skills. It also involves students reflecting on the efficacy of their own thinking processes and noticing the ways other people are thinking. Metacognition—thinking about thinking—is a fundamental aspect of this.

Learning is the mental creation of new understandings, knowledge, skills, beliefs and values. It involves making connections with and building upon what has already been learnt. It requires the development of expertise and in-depth understanding across a range of areas. No learning can occur without thinking.

As with thinking, most individuals have a preferred way of learning, and part of the learning focus of this Essential Learning Achievement is on understanding preferred ways of learning, exploring new ways of learning and broadening the available repertoire of learning skills. This 'learning how to learn' provides a basis for learning throughout life.

There are many different processes, strategies and tools available to strengthen thinking and learning, each with their own particular advantages and disadvantages. Learning to ask questions, differentiating between inductive and deductive thinking and exploring convergent, divergent and lateral thinking are examples.

Some are found within disciplines—for example, causal thinking in history and science. Others may be considered more generic. Some of these are taxonomies of thinking skills (e.g. Bloom's taxonomy or the SOLO taxonomy). Others provide tools to generate different thinking perspectives, such as the Six Thinking Hats or multiple intelligences. A tool to enable thought to be visually or verbally represented is a mind or concept map. Some tools provide models of problem-solving, including steps such as Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis, while others focus on idea generation, such as random juxtaposition.

Selection of appropriate processes, strategies and tools, practice to develop competence in using them, as well as capacity to employ their specialist vocabularies to organise and record thinking and learning, are all critical to this Essential Learning Achievement. Information and Communication Technologies (ICT) have a distinct role to play in supporting thinking and learning processes.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- become self-motivated learners
- develop a positive attitude towards learning new things, including the use of ICT in creative ways
- persevere when thinking through ideas, issues and problems and seek help with learning when they need it
- value creativity and imagination in thinking and learning
- be reflective about their thinking and learning and recognise when emotions are influencing their thinking.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to and underpins all other Essential Learning Achievements. Two particular thinking and learning processes are regarded as so important that they are set out in separate Essential Learning Achievements—*The student understands and applies the inquiry process* and *The student makes considered decisions*. The Essential Learning Achievement—*The student uses Information and Communication Technologies effectively*—is closely linked through the integral role of ICT in learning in all areas of the curriculum.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

- 1.EC.1** think about relevant situations and problems individually and in groups
- 1.EC.2** ask questions and look for answers
- 1.EC.3** explore thinking tools or processes to think about and solve problems
- 1.EC.4** talk about their thinking and how it has changed
- 1.EC.5** use imagination, pictures and diagrams to help thinking and learning
- 1.EC.6** explore the use of ICT as a tool for thinking and learning
- 1.EC.7** practise their learning
- 1.EC.8** describe how they learnt something.

Markers of progress

By the end of the early childhood band of development, students think about relevant situations and problems individually and in groups, and understand that people may think about something in different ways. They ask questions, look for answers and use a thinking tool or process to think about a problem. They talk about their thinking and suggest reasonable ways to try to solve a problem. They use imagination, pictures or diagrams to help their thinking and learning. They recognise when they have learnt something and describe how they have learnt it.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

- 1.LC.1** experiment with some structured thinking tools or processes to explore issues and problems and consider different perspectives
- 1.LC.2** ask questions and search for answers
- 1.LC.3** decide on steps to undertake an analysis of an issue or problem, including the appropriate use of ICT as a tool
- 1.LC.4** use simple logic to organise and sequence their ideas
- 1.LC.5** use imagination, creative and lateral thinking, create visual representations to assist their thinking and suggest alternative possible solutions to problems
- 1.LC.6** reflect on their learning, identify what helps them to learn and seek help when they need it
- 1.LC.7** practise and rehearse their learning.

Markers of progress

By the end of the later childhood band of development, students think through a learning task or a problem as a whole. They use structured thinking tools or processes to consider issues and problems from more than one perspective. They ask questions, search for answers and think about their own interpretations and those of others. They identify when something seems logical or not and use logical thinking to organise and sequence their ideas. They use creative and lateral thinking, and create visual representations to assist their thinking and learning. They reflect on their learning, seek help when they need it and understand the value of practice and rehearsal to consolidate learning.

1. The student uses a range of strategies to think and learn





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

- 1.EA.1** develop understanding about how knowledge can be created (e.g. through observation, discovery, new ways of thinking, analysis and testing, and synthesis of existing knowledge within and across disciplines)
- 1.EA.2** choose from a range of thinking tools or processes and use them to think in different ways indepth and generate different points of view on issues and problems
- 1.EA.3** use logical, creative and lateral thinking to explore relevant knowledge indepth, distinguish central concepts from contributing ideas, stimulate imagination and generate and test creative ideas and solutions
- 1.EA.4** use ICT as a tool for thinking and learning
- 1.EA.5** reflect on and discuss the thinking tools or processes they use
- 1.EA.6** recognise how feelings influence their thinking
- 1.EA.7** reflect on and describe different ways they learn effectively (e.g. physical skills, interpersonal skills, abstract concepts)
- 1.EA.8** practise and rehearse to reinforce and improve learning

- 1.EA.9** develop strategies to promote motivation and persistence in learning (e.g. practise a new skill, memorise information, persist with solving a complex problem).

Markers of progress

By the end of the early adolescence band of development, students understand ways in which knowledge can be created and the value of indepth knowledge. They use a range of structured thinking tools or processes to think in different ways indepth and to generate different points of view on issues and problems. They use logical, creative and lateral thinking to explore relevant knowledge, stimulate imagination and generate and test creative ideas and solutions. They reflect on their thinking and learning. They recognise how feelings influence their thinking and use strategies to increase their motivation and persistence in learning.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

- 1.LA.1** select and apply various forms of thinking (e.g. logical, convergent, divergent, inductive, deductive, lateral, creative) to issues and problems in order to consider alternative perceptions and value positions, put forward a point of view or synthesise various points of view
- 1.LA.2** identify and model thinking processes in different disciplines to explore important ideas indepth
- 1.LA.3** see how knowledge from one discipline can transfer to and transform knowledge in another
- 1.LA.4** understand extrinsic and intrinsic motivation in learning and develop strategies for increasing one's own motivation and persistence
- 1.LA.5** make decisions about how to learn something independently and in collaboration with others, including the use of ICT as a thinking and learning tool
- 1.LA.6** organise time and resources, and use independent study, practice and rehearsal to improve their learning
- 1.LA.7** reflect on and evaluate their own thinking and the thinking of others in relation to an issue or problem, and their own learning processes and achievements.

Markers of progress

By the end of the later adolescence band of development, students apply appropriate thinking processes to learning in different disciplines to explore important ideas indepth. They select and apply various forms of thinking to issues and problems in order to consider alternative perceptions and value positions, put forward a point of view or synthesise various points of view. They know how to create optimal situations for personal learning and make decisions about how to learn something independently and in collaboration with others. They reflect on and evaluate their own thinking and the thinking of others, and their own learning processes and achievements.



2

The student understands and applies the inquiry process

Overview

This Essential Learning Achievement develops students' capacities to use the inquiry process to seek information and use it to draw conclusions and generate new knowledge. Students develop their understanding of and capacity to apply the inquiry process as they use it in authentic situations as part of the topics they study within and across disciplines.

The specific nature of the inquiry may vary according to its purpose, the methodology of the discipline involved and the context in which the inquiry is undertaken. Nonetheless, every inquiry has these common elements: clarifying and defining the purpose, scope and methods of the inquiry; assembling and evaluating information; and communicating and justifying the conclusions reached.

Clarifying and defining purpose, scope and methods involves: posing questions in order to specify the problem to be solved or area to be investigated; identifying the purposes and value of the inquiry; defining what information is likely to be needed; and planning methods to collect it. In some inquiries, clarifying and defining the purpose can also involve developing preliminary hypotheses to be examined.

Assembling and evaluating information involves: locating, collecting and organising information; establishing who owns the information; judging whether it is relevant and sufficient; considering whether the information is what it purports to be and whether it can be trusted; and keeping an open mind until enough information has been gathered and considered.

Communicating and justifying conclusions call for: carefully thinking about the information in order to reach some conclusions; sharing and explaining these conclusions to others; and providing valid evidence to support the conclusions reached.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop curiosity, openness to new ideas and an inquiring habit of mind
- appreciate the steps required to undertake a rigorous inquiry that draws valid conclusions
- respect intellectual property rights and use procedures to acknowledge ownership of information.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to other interdisciplinary Essential Learning Achievements in various ways. It links to—*The student uses a range of strategies to think and learn* and *The student makes considered decisions* through the central role of inquiry in these processes. It links to—*The student acts with integrity and regard for others* through ethical considerations required when conducting an inquiry. It links to—*The student uses Information and Communication Technologies effectively*, as these technologies are important tools for undertaking the various elements of inquiry.

This Essential Learning Achievement links to the discipline-based Essential Learning Achievements through the key role of the inquiry process in its various forms in generating knowledge in all disciplines. For example, it links to—*The student understands and applies scientific knowledge* through the role of scientific inquiry in generating and testing scientific knowledge. It links to the three Essential Learning Achievements relating to mathematics through the application of mathematical inquiry. Similarly, it links to—*The student understands about Australia and Australians* and *The student understands world issues and events* through the use of historical and other forms of inquiry in the social sciences.

Because the inquiry process includes assembling and evaluating information and communicating and justifying conclusions, this Essential Learning Achievement is also linked to—*The student critically interprets and creates texts*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

- 2.EC.1** explore inquiry as a useful process for creating knowledge and understanding the world around them
- 2.EC.2** contribute to planning and conducting simple investigations by asking questions and seeking answers through observing, experimenting, engaging with information in texts, discussing ideas with others and using ICT

Clarify and define the inquiry purpose, scope and methods

- 2.EC.3** ask questions and identify possible sources of information to seek answers
- 2.EC.4** make predictions or conjectures related to their everyday experience and think through ways to test them

Assemble and evaluate information

- 2.EC.5** make observations about what is happening around them using their senses
- 2.EC.6** follow suggestions to collect and record data or information from a small range of sources (e.g. from simple experimentation, mathematical procedures, talking with others or from one or two text sources)

- 2.EC.7** learn how to use appropriate tools and equipment safely to make measurements and record information
- 2.EC.8** make judgements about the usefulness of data or information collected
- 2.EC.9** follow suggestions to order and present data or information (e.g. grouping or sequencing, drawing, simple table, graph or timeline)
- 2.EC.10** revisit their questions in the light of results or information collected, talk about the way in which the investigation could be changed and begin to consider the fairness of tests

Communicate and justify their conclusions

- 2.EC.11** attempt to convince themselves and others that their findings are true
- 2.EC.12** share and communicate observations, findings, ideas and understandings.

Markers of progress

By the end of the early childhood band of development, students act on their curiosity by asking questions and seeking information about matters of personal interest. They identify and select relevant information from more than one source, including observations they have made using their senses. They tell others what they have found out, explaining how they 'know'.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

- 2.LC.1** recognise different contexts for applying the inquiry process
- 2.LC.2** understand the various stages of planning and conducting a straightforward inquiry

Clarify and define the inquiry purpose, scope and methods

- 2.LC.3** create questions and predictions for investigation and testing
- 2.LC.4** identify and describe the mathematical nature of various problems and make and test straightforward statements, propositions and conjectures
- 2.LC.5** contribute to planning a variety of investigations, recognising where comparisons may be fair and unfair
- 2.LC.6** make decisions about information and equipment needed and the tasks to be carried out

Assemble and evaluate information

- 2.LC.7** collect and record data, checking and repeating observations or measurements as needed
- 2.LC.8** use equipment safely and appropriately
- 2.LC.9** use interviews and simple surveys to ask people for information and opinions

2.LC.10 conduct searches for information and use a range of sources (e.g. information texts, artefacts, maps, images)

2.LC.11 evaluate the accuracy, relevance and credibility of data or information

2.LC.12 organise and present data, and identify patterns

Communicate and justify their conclusions

2.LC.13 discuss and compare results with their questions and predictions, and draw conclusions

2.LC.14 explain the inquiry approach taken and communicate their findings or conclusions, generalising about them using specific instances they have observed, data they have analysed or information they have assembled

2.LC.15 attempt to convince others about the reasonableness of their findings

2.LC.16 reflect on their inquiry experience, identify what went well and difficulties encountered, and suggest improvements to the investigation.





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students conduct straightforward inquiries. They ask questions to help define and plan their inquiry and, when the inquiry requires it, they identify some variables. They collect information from a range of sources. They carry out straightforward observations and experiments, and record their data accurately. They judge the relevance and value of different kinds of information for their inquiry purpose. They report on their findings, providing reasons for their conclusions, and suggest improvements to their investigation.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

- 2.EA.1** understand variations of the inquiry process used in particular disciplines (e.g. in historical research, scientific testing, mathematical analysis)
- 2.EA.2** select and use appropriate forms of the inquiry process for particular purposes, including a range of investigative, modelling and problem-solving strategies

Clarify and define the inquiry purpose, scope and methods

- 2.EA.3** formulate questions, predictions or propositions suitable for investigation and clarify the inquiry focus
- 2.EA.4** plan steps to conduct the inquiry, including equipment, safety, time and level of collaboration required
- 2.EA.5** determine data or information needs and devise suitable methods to collect the data or information required
- 2.EA.6** plan and conduct scientific investigations with an understanding of the requirements of fair testing (e.g. maintain the same conditions, identify the variable to be changed and the variable to be measured)

Assemble and evaluate information

- 2.EA.7** collect and assemble relevant data or information taking steps to minimise error (e.g. systematic observation, repeated trials)
- 2.EA.8** access and interpret a range of primary and/or secondary sources of information (e.g. historical documents, images, oral histories, biographies, articles, media sources, statistical data sets)
- 2.EA.9** evaluate the accuracy, relevance, completeness and credibility of data and information and their sources (e.g. recognise evidence, opinion, bias and perspective; identify credentials of authors or websites)
- 2.EA.10** develop mathematical models, test propositions, hypotheses and conjectures, and identify key assumptions and conditions that apply to working mathematically in different contexts
- 2.EA.11** organise and analyse data or information (e.g. using ICT), summarise and explain patterns in data, or compare and synthesise information from different sources
- 2.EA.12** review their understanding in light of new information





Early adolescence Band of development

Communicate and justify their conclusions

- 2.EA.13** draw reasonable conclusions based on analysis of data and information
- 2.EA.14** systematically check reasoning and follow simple deductions to explore the possible truth of mathematical statements and justify generalisations
- 2.EA.15** present the inquiry focus, problems, background, ideas and approaches and report on results, findings and conclusions using suitable representations and discipline-based terminology
- 2.EA.16** discuss and compare their results with those of others for the same investigation, suggest reasons for any differences, and make suggestions to improve their investigations or conduct further investigations
- 2.EA.17** reflect on the appropriateness of methods of presenting data in terms of clarity and/or ease of analysis
- 2.EA.18** acknowledge sources of information using bibliographies.

Markers of progress

By the end of the early adolescence band of development, students plan inquiries, showing an ability to develop and refine questions for investigation. They collect data and information using tools and strategies appropriate for their purpose, the level of precision they need and the factors requiring control. They interpret and compare information from a range of primary and/or secondary sources. They identify when information contains bias and make judgements about the reliability of information sources or collection methods. They organise, analyse and summarise data and information. They draw and justify conclusions based on their analysis and present their findings using reasonable arguments and supporting evidence.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

2.LA.1 understand the possibility of multiple perspectives and partial explanations of phenomena being investigated

2.LA.2 understand the nature of a controlled experiment and when it might be necessary to conduct one

Clarify and define the inquiry purpose, scope and methods

2.LA.3 formulate questions, hypotheses, propositions and conjecture suitable for testing or investigation in relevant disciplines and frame these to clarify the purpose and scope of the inquiry

2.LA.4 compare and select suitable models or inquiry forms, prepare plans for managing and monitoring investigations (e.g. level of collaboration and allocation of tasks) and record any adjustments to their plans (e.g. using an inquiry journal, spreadsheet or flow chart)

2.LA.5 identify key features of the context for investigation (e.g. concepts, assumptions, conditions, variables, principles of fair testing, level of precision required)

2.LA.6 decide on the most suitable methods, including safe use of equipment and selection of suitable technologies, for collecting, managing and analysing data and information, and for communicating findings

Assemble and evaluate information

2.LA.7 identify sources and collect data and information in systematic ways to improve reliability (e.g. use refined searches to locate a range of relevant sources, control variables, use repeat trials and replication of experiments with appropriate sample sizes, seek counter-examples or explore proofs to verify truth of propositions)

2.LA.8 manage and organise data and information in ways that assist in their interpretation, analysis and synthesis

2.LA.9 routinely evaluate data and information and their sources for accuracy, relevance, reliability, completeness, authenticity and credibility

Communicate and justify their conclusions

2.LA.10 explain trends, patterns, relationships and discrepancies in data and information

2.LA.11 draw conclusions that are consistent with the data or information and provide evidence or supporting details

2.LA.12 apply mathematical skills and logical processes to make deductions, and to verify and generalise their reasoning

2.LA.13 present and discuss their investigation using appropriate representations, conventions and terminology specific to the discipline





Later adolescence Band of development

- 2.LA.14** evaluate methodologies, reasoning and conclusions, and discuss specific improvements to their investigation or ways to conduct further investigations
- 2.LA.15** document sources of information using reference lists, in-text referencing and captions on images, tables and figures
- 2.LA.16** relate their own investigative experiences to the way in which experts in the discipline use evidence to modify explanations and models.

Markers of progress

By the end of the later adolescence band of development, students formulate questions, hypotheses, propositions and conjectures suitable for testing or investigation in relevant disciplines. They select and use the methodologies of those disciplines to systematically collect, manage and analyse data and information. They use refined searches to locate a range of relevant sources. They routinely evaluate the accuracy, relevance, completeness, reliability and credibility of data and information and their sources. They interpret, analyse and synthesise information and draw conclusions based on sound reasoning and evidence. They present and discuss their investigations using appropriate representations, conventions and terminology, and document information sources appropriately. They evaluate their methodologies, reasoning and conclusions, and suggest specific improvements to their investigation.



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3

The student makes considered decisions

3. The student makes considered decisions

Overview

This Essential Learning Achievement is about developing students' capacity for considered decision-making and planning to put their decisions into effect. Some decisions are everyday matters and are relatively straightforward. Others are more complex, have greater significance and require deeper consideration. This Essential Learning Achievement focuses on the latter type of decision.

Making a considered decision involves: restraining impulsiveness; identifying criteria for deciding whether the decision is a good one; gathering information in order to identify and create options; identifying the significance of the decision for oneself and for others; recognising when intuition, feelings and beliefs need to be taken into account; drawing upon an ethical framework when the decision calls for it; evaluating the options; predicting outcomes; weighing up consequences; making a choice; and explaining and justifying the choice.

Closely connected to making considered decisions is the making of plans in order to put decisions into effect. Planning has four main components: defining the desired goal; determining the timeline; identifying a range of possible strategies; and selecting the strategies most likely to succeed. Carrying out plans involves implementing and adjusting plans, as necessary, and requires persistence and flexibility.

Students develop the understandings and skills associated with this Essential Learning Achievement within a range of contexts that become more complex and sophisticated as they progress from the early childhood to later adolescence bands of development. While the basic suite of skills is similar across all years, the depth of understanding and the level of application will increase. The contexts will also vary in terms of the types of decisions made and their implications.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the importance of thinking and planning before they act
- appreciate the importance of considering possible outcomes when planning, deciding and taking action
- value multiple and diverse perspectives when evaluating options
- respect the rights of others to make different decisions.

Links to other Essential Learning Achievements

Because considered decision-making is an important part of students' thinking and relies to a great extent on their information-gathering capacity, this Essential Learning Achievement is closely connected to—*The student uses a range of strategies to think and learn* and *The student understands and applies the inquiry process*. More specifically, this Essential Learning Achievement links to—*The student takes action to promote health*, *The student acts with integrity and regard for others* and *The student makes informed choices about money and finance*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

- 3.EC.1** be aware when they have a choice
- 3.EC.2** ask for advice when making a decision or a plan
- 3.EC.3** delay a decision until they have thought about it
- 3.EC.4** identify a criterion for identifying a good decision ('I'll know that I've made the right choice if ...')
- 3.EC.5** notice if someone else has been affected by their decision
- 3.EC.6** set a small number of goals
- 3.EC.7** change their plans if they have a new idea or gain new information
- 3.EC.8** make decisions about how to complete a learning task and put them into effect.

Markers of progress

By the end of the early childhood band of development, students understand what a decision is and what it means to make a choice between two or more things. They choose between various options (some of which may have already been identified for them), recognising some of the effects on themselves and others. They plan several steps to implement their decision or achieve an intended goal within an immediate timeframe.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

- 3.LC.1** understand that time spent planning saves time doing
- 3.LC.2** prepare a plan containing a list of things to do and a timetable for doing them
- 3.LC.3** list advantages, disadvantages and risks of various options, using the inquiry process to gather information about them
- 3.LC.4** explore how personal wants, feelings and impulsiveness can impact on decision-making
- 3.LC.5** develop and apply a small number of criteria for judging the quality of a decision
- 3.LC.6** identify what influenced them in a recent decision
- 3.LC.7** identify possible consequences of different decisions
- 3.LC.8** make decisions about how to complete a learning task and put them into effect.

Markers of progress

By the end of the later childhood band of development, students gather information about the options they believe they have. They describe some advantages and disadvantages of each, considering effects on themselves and on others and identifying possible consequences and risks. They make a decision and give some reasons to support their final choice. They identify some ways to implement their decision or achieve their goal, explaining why some seem more appropriate than others, and prepare a brief written plan for carrying them out.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

- 3.EA.1** prepare a detailed plan covering a timeframe of several weeks and identify resources and time needed to carry out the plan successfully
- 3.EA.2** use the inquiry process to gather information from a variety of sources to identify additional options
- 3.EA.3** identify and evaluate the influences of media and peers in relation to a recent decision
- 3.EA.4** identify sources of information for making decisions about key aspects of their lives (e.g. school pathways, health behaviours)
- 3.EA.5** assess the impact and consequences of decisions they have already made to identify whether they will impact on their future choices
- 3.EA.6** develop criteria to judge future decisions
- 3.EA.7** analyse strengths and weaknesses of options, using a SWOT tool or similar strategy
- 3.EA.8** predict possible benefits, consequences and risks relating to different decisions
- 3.EA.9** clarify feelings, values and beliefs in relation to particular decisions
- 3.EA.10** make decisions and put them into effect as part of topics or themes across the school's curriculum.

Markers of progress

By the end of the early adolescence band of development, students recognise that there may be more options available than they initially thought and they define what they might be, identifying the possible results of each option and assessing their benefits and risks. They analyse recent decisions they have made, judging what worked in the process and what influenced their final decision. They identify when feelings, beliefs and values need to impinge on a decision and justify the decision they make. In implementing their decision and in working to achieve a goal or realise an opportunity, they take account of the competing demands of their personal interests, responsibilities, inclinations and abilities.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

- 3.LA.1** make plans and decisions and put them into effect as part of topics, themes or activities across the school's curriculum
- 3.LA.2** review and evaluate their performance in carrying out plans, making decisions and applying time management strategies
- 3.LA.3** evaluate and apply risk assessment techniques
- 3.LA.4** generate multiple viewpoints in relation to options and criteria for judging the quality of a decision
- 3.LA.5** evaluate the role of intuition, feelings, values and beliefs in decision-making and strengthen their capacity for moral and ethical decisions
- 3.LA.6** identify sources of information and opportunities in relation to post-school education and training as a basis for future plans and decisions
- 3.LA.7** make plans about key aspects of their lives (e.g. post-school options) from a foundation of well-understood information (e.g. the location of resources and agencies in the community and online) and well-rehearsed skills (e.g. preparing a business plan, a resume, a letter of application and performing in presentations and interviews).

Markers of progress

By the end of the later adolescence band of development, students routinely make plans in order to progress their work and activities. They adapt their plans as needed, but maintain their strategic intent. They generate a wide range of options to consider when making a decision and evaluate possible benefits, consequences and risks of each option. They critically analyse the influences being brought to bear on their decisions. They clarify when and how intuition, feelings, beliefs and values should impinge on their decisions. They develop criteria in advance for judging whether the decision is a good one and consistently include criteria from the point of view of others who may be affected.



4

The student acts with integrity and regard for others

Overview

This Essential Learning Achievement focuses on understanding the concepts of integrity, compassion and respect and their interplay in practice when dealing with other people.

Integrity is about acting consistently with moral principles and ethics. Acting with integrity involves: understanding universal moral principles and ethics such as right and wrong, fairness and honesty; drawing upon codes of practice and standards of right conduct appropriate to different contexts; and having the commitment and capacity to act on the basis of those principles and codes of conduct. Acting with integrity is about choosing ethical over expedient actions and taking responsibility for one's actions.

Having regard for others involves treating everyone with consideration, compassion and respect. It involves taking into account the feelings, motivations, cultures, backgrounds, languages, circumstances, beliefs and opinions of other individuals and groups. Having regard for others extends to the treatment of animals.

It is well recognised that some groups in Australia are regarded and treated differently on the basis of these and other factors including race, ethnicity, gender, age, sexuality, ability, disability, physical or intellectual attributes, religion and social or economic condition. Having regard for others means acting to promote the inclusion of all.

As students mature and move through the early childhood to the later adolescence bands of development in this Essential Learning Achievement, they make progress in three broad areas. They move from obeying rules of good conduct because of the negative consequences of doing otherwise towards internalising moral principles and ethics for their own sake. They become less self-absorbed and move towards developing an altruistic concern for others. They understand and value human diversity, progressively recognising that inclusion and exclusion are learned behaviours, not natural instincts or phenomena.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- explore and clarify personal and social values
- enhance their personal frameworks of ethical and moral behaviour
- value acting with integrity, compassion and respect
- appreciate human diversity.

Links to other Essential Learning Achievements

This Essential Learning Achievement underpins many Essential Learning Achievements, in particular—*The student makes considered decisions, The student manages self and relationships, The student contributes to group effectiveness, The student communicates with intercultural understanding and The student makes informed choices about money and finance.*



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

- 4.EC.1** decide what is right and wrong in a range of familiar situations
- 4.EC.2** consider the purpose of rules
- 4.EC.3** recognise the feelings of characters in stories or real-life situations and describe how those feelings make people behave
- 4.EC.4** discuss what behaviours such as being caring and trustworthy, respectful and fair might look, feel and sound like in a range of real-life situations (e.g. playing with friends, caring for pets)
- 4.EC.5** identify positive role models
- 4.EC.6** make behaviour choices that respect the rules of the class (e.g. rules about sharing and taking turns)
- 4.EC.7** appreciate the diversity of their family, school and locality
- 4.EC.8** demonstrate respectful behaviours towards people whom they identify as different.

Markers of progress

By the end of the early childhood band of development, students explain why they believe a particular action they or their peers or characters in a story have taken is right or wrong. They understand that there are rules and codes of behaviour for their class and can explain why these are needed. They move beyond a concentration on self to identify the feelings of some other people and how those feelings make people behave. They understand that the way they are and the things they can do may not be the same for everyone. They distinguish some differences between themselves and others. They share with their peers when playing and in the classroom.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

- 4.LC.1** discuss what integrity encompasses (e.g. honesty, trustworthiness)
- 4.LC.2** discuss ethical concepts (e.g. fairness, compassion)
- 4.LC.3** consider what being honest, trustworthy, considerate and respectful means in terms of their own behaviour and actions
- 4.LC.4** define actions that are wrong within personal contexts (e.g. bullying and mistreatment of animals)
- 4.LC.5** consider moral dilemmas within relevant scenarios and evaluate the merits of possible choices and actions within those dilemmas
- 4.LC.6** examine the values and beliefs of a variety of role models in the community, media and popular culture (e.g. people who have stood up for something and the effect this had on a particular situation)
- 4.LC.7** examine the feelings, intentions and behaviours of different characters in stories for their moral principles
- 4.LC.8** find alternatives to practices they consider unfair or unjust
- 4.LC.9** identify what a stereotype is
- 4.LC.10** identify discrimination against people on the basis of their ability, physical or intellectual attributes, gender or race in texts and in actual situations and suggest counter-measures.

Markers of progress

By the end of the later childhood band of development, students identify actions they believe are right or wrong in a range of contexts that are relevant to them, such as in the classroom and around the school. They define right and wrong actions in terms of rules and laws and in terms of their own emerging moral code. They recognise that some people are of better moral character than others and explain why. They identify real-life situations where someone is being treated unkindly or unfairly and when they encounter such situations they try to rectify them. They recognise diversity and have started to move beyond explaining it in stereotypes.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

- 4.EA.1** examine concepts such as 'ethical', 'just', 'moral' and 'equal'
- 4.EA.2** consider the ways in which character and reputation are developed
- 4.EA.3** consider what it means to act with compassion towards other people
- 4.EA.4** investigate real-life situations that require integrity and/or regard for others
- 4.EA.5** identify the values and beliefs of role models who have acted with compassion and integrity and assess those against their own developing values and beliefs
- 4.EA.6** consider a range of moral situations and ethical dilemmas in which there are several different positions to be considered
- 4.EA.7** discuss why it is easier to act with conviction in some situations than others
- 4.EA.8** analyse the purpose and use of codes of ethics in sports, business and other professions
- 4.EA.9** identify strategies and actions that allow people to feel respected and cared for
- 4.EA.10** devise self-reflection strategies for their interactions with other people and evaluate whether or not their actions match their emerging convictions
- 4.EA.11** identify the personal advantages of valuing diversity and engaging with other groups
- 4.EA.12** recognise that, when some groups within a society are characterised as different and inferior and are described in stereotypes, this leads to consistently unfair treatment that equates to discrimination
- 4.EA.13** identify racism, sexism and discrimination against people on the basis of their religion, sexuality, ethnicity or socio-economic circumstances in texts and in actual situations and suggest counter-measures
- 4.EA.14** identify the key features of the law in Australia and the role of agencies such as the Human Rights and Equal Opportunity Commission in relation to social justice and human rights for Indigenous Australians, people with a disability, racial discrimination and sex discrimination
- 4.EA.15** identify legislation and codes of practice with regard to animal ethics and welfare.





Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students draw upon their own developing moral code and relevant ethical codes of practice to identify and explain actions and behaviours that they believe demonstrate integrity and regard for others. They describe reasons for their own actions (past or intended) in these two areas using ethical terms. They identify ethical alternatives to practices they consider to be unjust. They have moved beyond thinking of others in terms of 'us' and 'them' and display respect and care for others in a range of situations within the school context.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

- 4.LA.1** examine the concepts of altruism and moral courage
- 4.LA.2** reflect on moral reasoning and ethical decision-making in a range of different settings, including in their daily lives and in personal and social relationships
- 4.LA.3** consider the Universal Declaration of Human Rights as a set of ethical principles
- 4.LA.4** interpret and evaluate the actions of role models to illustrate how people with integrity and regard for others live their values and beliefs
- 4.LA.5** investigate the importance of having integrity and regard for others when people are in positions of power
- 4.LA.6** examine ethics in corporate settings, politics, sport, legal settings and business
- 4.LA.7** debate complex moral situations and ethical dilemmas and reflect on conflicts or tensions within such dilemmas (e.g. what makes 'fairness' difficult to apply)
- 4.LA.8** take a stand within a range of moral or ethical dilemmas and justify that stand on the basis of their personal moral principles
- 4.LA.9** make independent ethical choices and decisions
- 4.LA.10** identify the advantages of valuing human diversity and promoting inclusiveness
- 4.LA.11** identify patterns of discrimination and exclusion (e.g. racism, sexism, ageism, homophobia) and participate in appropriate ways to prevent or counter them
- 4.LA.12** understand the social construction of actions such as prejudice, marginalisation, homophobia, discrimination and exclusion and of categories such as race, gender and disability
- 4.LA.13** critically reflect on the key features of law and government policy in Australia in relation to social justice and human rights for Indigenous Australians, people with a disability, racial discrimination, sex discrimination and other areas of human rights
- 4.LA.14** evaluate the effectiveness of international organisations in protecting human rights.





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students act in ways that reflect personal values and moral codes and take into account the values, feelings and beliefs of other people and groups. They think critically about issues of morality and ethics. They identify the conflicts or tensions within ethical and moral dilemmas and explain the ethical values underpinning points of view different from their own. They describe what makes a particular ethical or moral choice difficult because of competing personal values and beliefs. They recognise that prejudice is learnt and reinforced. They seek to counter patterns of discrimination and exclusion and promote inclusiveness. They understand the concept of altruism and identify opportunities where they can behave altruistically.



5

The student contributes to group effectiveness

5. The student contributes to group effectiveness

Overview

This Essential Learning Achievement is about students learning and working in groups and teams in ways that contribute to group effectiveness. It involves cooperating and collaborating in a variety of group and team contexts, sharing resources, supporting and leading peers, solving group challenges and completing set tasks on time as a group.

Being able to contribute to group effectiveness involves the development of skills in teamwork, leadership, cooperation, communication, negotiation and conflict resolution. It also relies on demonstrating mutual respect and support and knowing how to balance commitment to personal needs and views with those of the group. It requires students to understand group dynamics and to recognise and value the different roles and contributions individuals can make to a group effort.

This Essential Learning Achievement promotes the right of all to 'have a voice' and contribute to the effectiveness of various groups and teams to which students belong. It also supports students as they assume different support and leadership roles within their group contexts. An important aspect of this is providing opportunities for students to be empathetic and represent the views of others.

Students learn the understandings and skills associated with this Essential Learning Achievement within a range of contexts that become more complex and sophisticated as they progress from the early childhood to later adolescence bands of development. While the basic suite of skills is similar across all years, the depth of understanding and the level of application will increase. The contexts will also vary in terms of the size of groups, the variety of combinations of students (from friends to less familiar peers) and the requirements of the group task and its duration.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate how working in a group can enhance and support their learning and development of life skills
- respect the rights of all group members to have different opinions, ideas and skills
- value diverse opinions, ideas and skills and how they can enrich the group's achievement
- take responsibility for their behaviour and contribution to group effectiveness.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to the Essential Learning Achievement—*The student uses a range of strategies to think and learn* through the application of thinking and learning strategies in undertaking group tasks. It links to—*The student acts with integrity and regard for others*, *The student listens and speaks with purpose and effect* and *The student manages self and relationships* through the understanding of group dynamics and application of interpersonal skills required to contribute to a group's effectiveness. It also links to—*The student communicates with intercultural understanding* and *The student understands and values what it means to be a citizen within a democracy* through the development of empathy and the capacity to understand and represent the views of others.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

- 5.EC.1** ask questions and seek clarification from peers
- 5.EC.2** play and work with others in pairs or small groups
- 5.EC.3** make decisions in small groups to achieve common goals
- 5.EC.4** listen actively when working in groups
- 5.EC.5** show care for and encourage other members of a group or team
- 5.EC.6** communicate feelings and needs appropriately in a group situation
- 5.EC.7** take turns and share equipment in pairs and small groups
- 5.EC.8** talk about their role in completing a group task.

Markers of progress

By the end of the early childhood band of development, students work in pairs and small groups with peers. They stay on task and share resources fairly in the group to complete structured activities within set timeframes. They describe their contribution to the group's activities. They listen to the ideas of others and usually identify the feelings and needs of other people in the group. They share their own ideas and behave appropriately in a range of social group situations.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

- 5.LC.1** identify why people cooperate in groups and consider values that communities share to help them live and work together
- 5.LC.2** participate in a range of groups to complete specified tasks within a given timeframe
- 5.LC.3** take on a range of roles within a group (e.g. recorder, timekeeper, leader) and participate in group decisions and tasks
- 5.LC.4** divide the workload effectively in a group by following guidelines for roles
- 5.LC.5** set and achieve goals in cooperative and competitive games situations
- 5.LC.6** respect and build on other learners' ideas and opinions as well as their own, and provide and accept positive and encouraging feedback in group situations
- 5.LC.7** communicate ideas and opinions effectively in a group situation
- 5.LC.8** use basic criteria to reflect on the effectiveness of teams and groups in which they participate
- 5.LC.9** play a range of team games, explore the rules of some team games and the concept of 'competition'
- 5.LC.10** implement some strategies for resolving conflicts.

Markers of progress

By the end of the later childhood band of development, students work in a variety of groups and understand and take on a range of assigned roles in each group. They contribute relevant ideas and opinions, and listen carefully to and consider the contributions of other members of the group. They support others in the group by giving appropriate feedback and offering assistance. They work with others to resolve simple conflicts, share resources and undertake their fair share of the work in a group. They play on a team, following the rules of the game. They reflect on the success of the team and describe their contribution to the team's effort.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

- 5.EA.1** explore the different contexts within and beyond school when they may be required to work in a group or as a team to complete a task or reach a goal
- 5.EA.2** display cooperation and flexibility in allocating and undertaking varying roles and tasks in groups
- 5.EA.3** act in ways that respect and support the ideas and feelings of others (e.g. fair play, consideration, encouragement, peer facilitating)
- 5.EA.4** develop and apply criteria for evaluating their own and the group's performance and provide useful feedback
- 5.EA.5** use effective strategies to achieve clarity of communication when working in groups (e.g. paraphrasing their comments and the comments of others)
- 5.EA.6** take on formal and informal leadership roles in small groups
- 5.EA.7** use a variety of strategies to manage and resolve conflict (e.g. negotiation, conflict resolution, assertiveness).

Markers of progress

By the end of the early adolescence band of development, students work effectively in a variety of groups and teams and take on a range of roles to complete tasks of varying length and complexity. They respect the ideas of others and consider their feelings when responding, showing respect even when disagreeing strongly. They work cooperatively to allocate tasks and negotiate goals and actions. They know when to promote their ideas and when to compromise them for the benefit of the group. They identify and use a variety of strategies to manage and resolve conflict. They understand the benefits of working in a group to support learning. They provide feedback to others, and evaluate and act to improve their own and the group's or team's performance.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

- 5.LA.1** explore their own preferred role in a group, through experiencing a variety of roles, and reflect on the effectiveness of their participation in this role to achieve the group goal
- 5.LA.2** explore different leadership styles and their application in different contexts
- 5.LA.3** undertake a range of specific roles in formal groups or teams (e.g. chair or recorder of a meeting; play different positions in, coach or referee sporting teams)
- 5.LA.4** recognise when conflict (including conflict in school situations and workplaces) is likely to occur and be proactive in initiating strategies to avoid and/or resolve it
- 5.LA.5** provide useful feedback to their peers in a timely, considerate and respectful way
- 5.LA.6** assess their own contribution to the group or team and implement strategies to make improvements when necessary
- 5.LA.7** reflect on the success of group management and learning in achieving agreed goals, and make adjustments where necessary
- 5.LA.8** identify and negotiate group goals and priorities, set timelines and plan, matching the strengths and capabilities of group members for the most effective results.

Markers of progress

By the end of the later adolescence band of development, students accept responsibility as a member of different teams and groups, and support other members to share information and work cooperatively to achieve a shared purpose. They negotiate roles and delegate tasks to complete complex tasks in groups. They select and use strategies to effectively manage conflict and assist others in the resolution process. They respect and build on the ideas and opinions of group members. They articulate their reflections on the effectiveness of learning in a group. They implement timely strategies to improve their own and the group's achievement of a goal.



6

The student uses Information and Communication Technologies effectively

Overview

This Essential Learning Achievement focuses on students learning how to use a range of Information and Communication Technologies (ICT) to support their thinking, learning and communication. ICT broadly encompass digital communications systems, including computers, associated peripheral devices and software, which are commonly linked together in networks. They are an important feature of life and work in contemporary society and are continually evolving.

Using ICT effectively enables students to conduct inquiries and create knowledge, to communicate and collaborate with others in local and global contexts and to interpret, analyse, organise, transform and manage information in ways that enhance their learning, understanding and creativity.

Using ICT effectively involves understanding the function and range of available technologies and then selecting, combining and using the appropriate hardware, software and digital systems for the intended purpose and audience. Underpinning the capacity to perform these actions are technical skills in the use of applications, such as word processing, publishing, spreadsheets, databases, multimedia, email, interactive software, intranet, the Internet, search engines, web logs and wikis.

Using ICT effectively also involves knowing and using agreed conventions and protocols of electronic communication, including codes of responsible practice, as well as strategies to minimise risks to health and safety.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop confidence and a sense of enjoyment in using ICT for different purposes
- develop an attitude of openness to new ways of doing things using ICT
- appreciate the responsible, legal and ethical use of information developed by others using ICT.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to all Essential Learning Achievements, as the effective use of ICT enhances student learning across the school curriculum.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to:

Inquire and create with ICT

- 6.EC.1** experiment with the use of ICT to assist in inquiries
- 6.EC.2** experiment with ICT as a creative tool to represent their ideas and create imaginative responses to problems and tasks

Communicate and collaborate with ICT

- 6.EC.3** explore the use of ICT for sharing and communicating their ideas, understandings and responses and for collaborating with appropriate audiences safely

Operate ICT

- 6.EC.4** share learning experiences and develop new technical skills in operating ICT
- 6.EC.5** use terminology for describing common ICT devices
- 6.EC.6** apply basic keyboard skills and formatting techniques
- 6.EC.7** organise and store personal ICT resources and files
- 6.EC.8** use strategies for seeking help with operating ICT

Use ICT ethically and safely

- 6.EC.9** use and handle ICT hardware and peripherals safely and carefully
- 6.EC.10** identify how people in the community use ICT for different purposes.

Markers of progress

By the end of the early childhood band of development, students experiment with ICT as a creative tool and to communicate their ideas. They share experiences and develop new learning and skills in operating ICT. They identify and safely use computer hardware and available peripherals. They know basic operations, including navigating the desktop and using interactive resources. They create documents using basic keyboard skills and formatting techniques.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to:

Inquire and create with ICT

- 6.LC.1** select appropriate ICT to use in conducting inquiries and reflect on their effectiveness (e.g. plan and conduct structured searches for information from different sources, record and organise data and information, present findings)
- 6.LC.2** recognise ICT as a creative tool for recording their planning, thinking and learning
- 6.LC.3** use ICT to explore and respond to problems and tasks, express ideas, represent thinking or generate imaginative learning solutions
- 6.LC.4** reflect on and explain their choice and use of ICT for their purposes

Communicate and collaborate with ICT

- 6.LC.5** use ICT to communicate with a range of identified audiences (e.g. to share ideas, responses, understanding and information)
- 6.LC.6** use ICT to collaborate for learning purposes
- 6.LC.7** understand that communication with ICT varies in different social and cultural contexts and use appropriate conventions for intended audiences and specific purposes

- 6.LC.8** use different digital media to improve the communication of ideas, express a personal image and establish an identity

- 6.LC.9** reflect on their experiences to analyse the delivery and effectiveness of the communication

Operate ICT

- 6.LC.10** develop technical skills for operating ICT through sharing and experimentation
- 6.LC.11** use the basic capabilities of a range of ICT devices, select common ICT devices for particular purposes and access appropriate network, personal system and device information
- 6.LC.12** understand that management of personal ICT resources affects operational efficiency and adopt recognised ICT conventions
- 6.LC.13** work efficiently with files and content in digital environments (e.g. save work in appropriate folders on a network, employ note-taking strategies appropriate to a source)
- 6.LC.14** use ICT terminology to describe some common ICT devices and processes and develop and apply independent and collaborative strategies for effective use of ICT

Use ICT ethically and safely

- 6.LC.15** apply ICT protocols and appropriate ethical expectations (e.g. acknowledge owners and creators of digital work)

6. The student uses Information and Communication Technologies effectively





Later childhood Band of development

- 6.LC.16** apply codes of practice that promote safety, responsibility and respect, and strategies for protecting the security of personal information, when working in online and stand-alone environments
- 6.LC.17** understand how ICT are used in the workplace and reflect on their impact on society.

Markers of progress

By the end of the later childhood band of development, students select and use ICT for different learning and creative purposes. They engage in directed online projects, in both local and global environments. They communicate and collaborate using ICT with identified audiences to share ideas, responses, understanding and information. They use the basic capabilities of a range of ICT devices, manage personal ICT resources and work efficiently with files and content in digital environments. They demonstrate safe, ethical and responsible behaviour when using ICT.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to:

Inquire and create with ICT

- 6.EA.1** use ICT to manage the inquiry process, to conduct and refine searches for information using multiple terms, and to organise and analyse information or data sets
- 6.EA.2** use ICT creatively to document and demonstrate their planning, thinking and learning
- 6.EA.3** create, use and evaluate ICT learning solutions in response to learning tasks, taking into account common ICT design features and criteria for evaluating effectiveness
- 6.EA.4** use ICT as a learning tool to support thinking and to analyse and creatively represent new understandings
- 6.EA.5** make creative choices when selecting and using ICT, including combining a variety of media

Communicate and collaborate with ICT

- 6.EA.6** communicate and interact using ICT with a range of local and global audiences
- 6.EA.7** understand how ICT can be used to exchange ideas, collaborate, develop new learning and enhance relationships with individuals, groups or wider audiences

- 6.EA.8** select different digital media, apply suitable or agreed communication conventions and protocols and develop their own image and identity or that of a group

- 6.EA.9** acknowledge feedback and reflect on their use of ICT to communicate

Operate ICT

- 6.EA.10** use ICT with a purposeful approach for learning, apply sound technical skills and begin to use the extended functionality of a range of ICT devices (e.g. more advanced capacities of emails; operations using right mouse click, desktop shortcuts, formatting and editing tools; annotated bibliographies; refined key word searches using and/or, +/-)
- 6.EA.11** understand the main uses and processes of some input, output, processing and storage devices, and use the correct terminology to describe them
- 6.EA.12** understand the advantages of managing personal ICT resources, customising interfaces and applying agreed processes for personal management of digital content
- 6.EA.13** apply operational conventions and develop strategies for learning new ICT operations, recognising that there is often more than one way to perform tasks

6. The student uses Information and Communication Technologies effectively





Early adolescence Band of development

Use ICT ethically and safely

- 6.EA.14** apply codes of practice that respect individual rights and cultural difference when accessing and delivering information
- 6.EA.15** recognise situations when ICT are used to bully or harass and know the actions to take if this occurs
- 6.EA.16** acknowledge ownership of digital information and develop awareness of legislation surrounding digital theft and plagiarism
- 6.EA.17** apply preventative strategies to secure and protect personal and digital information and to address health and safety issues when using ICT
- 6.EA.18** evaluate how their use of ICT meets ethical and legal criteria
- 6.EA.19** discuss the impact of ICT on the workplace and on society.

Markers of progress

By the end of the early adolescence band of development, students create, use and evaluate innovative ICT solutions in response to learning tasks. They select and use a range of ICT purposefully and safely and apply sound operational skills. They know how to access, create, present, communicate and manage digital information using agreed processes and conventions. They use ICT to interact with audiences and information sources in local and global contexts and apply preventative strategies to protect personal information. They evaluate how their use of ICT meets ethical and legal criteria.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to:

Inquire and create with ICT

- 6.LA.1** routinely use ICT to enhance their ability to research and learn through inquiry, with an understanding that using ICT can enable broader inquiry and access to a wide variety of information, opinions and perspectives
- 6.LA.2** perform advanced ICT searches, selecting appropriate sources of digital information in response to identified needs and research questions
- 6.LA.3** select and use ICT to classify, organise, analyse and interpret information or data to respond to inquiry requirements or identify new paths of inquiry
- 6.LA.4** become critical and creative users of ICT to develop and demonstrate their understandings of concepts and perspectives on issues, topics and ideas
- 6.LA.5** assess ICT for its potential to produce creative solutions, plans and simple systems

Communicate and collaborate with ICT

- 6.LA.6** use ICT to distribute information, collaborate, exchange ideas, present critical opinions and problem-solve with others
- 6.LA.7** use ICT to enhance interpersonal relationships, empathise and develop social and cultural understandings

- 6.LA.8** use ICT to accurately present an identity and communicate relevant ideas or information
- 6.LA.9** consistently apply presentation and communication conventions or protocols
- 6.LA.10** reflect on feedback to analyse and describe how their use of a particular ICT could be more effective in future communications

Operate ICT

- 6.LA.11** operate ICT purposefully and apply efficient operational sequences
- 6.LA.12** use appropriate support when updating or learning new operational skills
- 6.LA.13** consistently apply formats and conventions when undertaking individual and collaborative tasks
- 6.LA.14** consistently use agreed processes for accessing and working with personal information and content, and understand the advantages of cooperating in the management of ICT resources
- 6.LA.15** understand and explain the main functions of ICT systems (e.g. processing, input, output and storage functions) and use correct terminology to describe devices and processes for performing complex operations

6. The student uses Information and Communication Technologies effectively





Later adolescence Band of development

Use ICT ethically and safely

- 6.LA.16** recognise individual rights and cultural expectations when accessing or creating digital information, understanding that values shape ICT use
- 6.LA.17** adhere to codes of practice and conform to intellectual property and copyright laws, particularly in relation to online access
- 6.LA.18** evaluate their ICT use to consider economic, social, ethical and legal perspectives
- 6.LA.19** manage the integrity of information and content in personal or collaborative digital environments and develop and maintain strategies for securing and protecting digital information
- 6.LA.20** select and use ICT practices to minimise health and safety problems
- 6.LA.21** apply their knowledge of how ICT is used today to predict future impacts on the workplace and society.

Markers of progress

By the end of the later adolescence band of development, students routinely use ICT to enhance their ability to research and learn through inquiry. They use ICT to distribute information, collaborate, exchange ideas, present critical opinions and problem-solve with others. They consistently apply presentation and communication conventions or protocols and agreed processes for accessing and working with personal information. They operate ICT efficiently, justifying their choice of ICT in relation to the operational features and the purpose. They adhere to codes of practice regarding intellectual property and copyright and maintain strategies for securing and protecting digital information.



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7

The student creates, presents and appreciates artistic works

Overview

This Essential Learning Achievement focuses on developing students' capacity to create, present and appreciate a range of art forms, including dance, drama, music, visual arts and media.

The processes of creating, presenting and appreciating are interconnected. Creating and presenting artistic works inform, and are informed by, understandings of symbol systems, conventions, technical skills and aesthetic qualities gained through engagement with and response to the artistic works of others.

Creating artistic works involves taking on the role of visual artist, designer, composer, choreographer, filmmaker or playwright. Students draw on their own experiences and on the work of known artists to generate ideas. They use the forms, traditions and techniques of the art forms in order to organise and express their ideas. Students develop and refine their creative skills by exploring possibilities, appropriating aspects of other works, experimenting with techniques and ideas, persevering to solve problems and reflecting on their work. Creating artistic works is a powerful means of self-expression for students to share and communicate their ideas, experiences, beliefs, feelings and views of the world.

Presenting artistic works involves students taking on the role of musician, dancer or actor to perform their own or another's artistic work for an audience. Through such performance, students demonstrate understanding of practices and underpinning concepts of the chosen art form with increasing skill and confidence to meet the expectations of audiences. They reflect on and talk about the creative processes and techniques involved in their performance. They give and receive feedback in order to improve the quality of presentation of an artistic work.

Appreciating artistic works involves engaging with and responding to traditional and contemporary works of visual and performing artists. These may include works created and/or presented by themselves and their peers. Students describe, interpret, analyse and appraise a range of artistic works. They develop understandings of the symbols, conventions and techniques of art forms in both traditional and contemporary practice. They form opinions and develop their own artistic preferences and tastes.

Through these experiences, students develop aesthetic values and appreciate ways of making meaning through art. They explore and appreciate the values, beliefs, traditions and identities of diverse cultures. They investigate how artistic works

contribute to society by building cultural identity and social commentary and they explore how artistic works might generate different meanings and interpretations.

Students need to have experiences with the range of art forms in order to discover their own interests and preferences. Emphasis in the early childhood and later childhood bands of development is placed on students developing skills, knowledge and understandings through experiences in the range of art forms. As students develop their artistic understandings, skills and tastes, they are likely to choose particular art forms to explore in more depth. Learning opportunities described in the early and later adolescence bands of development allow for student choice and specialisation.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop attitudes of openness to new ideas, experiences and forms of artistic expression; willingness to experiment with new and creative ways of seeing, feeling, moving and acting; and persistence in improving one's own creative and performance techniques
- value the role of creativity in self-expression and human experience
- develop a lifelong appreciation and enjoyment of the arts and their role in the development of their own and other cultures.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to two others through the application of creative understandings, processes and skills—*The student designs, makes and appraises using technology* and *The student critically interprets and creates texts*. It also links to—*The student recognises and represents patterns and relationships* through the application of mathematical concepts of pattern and space to artistic endeavours.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 7.EC.1** visual arts, dance, drama, music and media
- 7.EC.2** basic visual concepts in painting and drawing (e.g. colour, line, shape and pattern)
- 7.EC.3** body movements to express feelings or moods in dance
- 7.EC.4** dramatic elements in storytelling and drama (e.g. time, space, mood)
- 7.EC.5** basic musical concepts (e.g. beat, rhythm, time, pitch)
- 7.EC.6** meanings conveyed by images (e.g. illustration in stories and moving images in television and film).

In the early childhood band of development, students have opportunities to learn to:

- 7.EC.7** view, observe, experience and listen to a range of artistic works including those created by peers
- 7.EC.8** create artistic works that tell a story (e.g. comic strip, storyboard, dance or puppet play)
- 7.EC.9** explore details and characteristics of objects, spaces, people and other living things around them (e.g. through drawing, painting, dance, drama)

7.EC.10 experiment with the properties of different art making techniques and materials (e.g. colour and line in drawing and painting, modelling in clay)

7.EC.11 move expressively to music using a range of locomotor (e.g. rolling, skipping, running) and non-locomotor (e.g. bends, kicks) movements

7.EC.12 sing songs and play music exploring basic music concepts (e.g. beat, rhythm, pitch, dynamics)

7.EC.13 talk about their responses to artistic works (e.g. ideas, feelings, moods evoked) and express opinions about what they like or dislike.

Markers of progress

By the end of the early childhood band of development, students understand that artistic works are created to be looked at, listened to and enjoyed. They make pictures or other visual artistic works to express their experiences, imagination and ideas. They participate in dance, demonstrating control over their movements, and in drama, exploring familiar and imagined situations. They sing, play and move to a range of music, demonstrating an awareness of basic musical concepts. They view and listen to a range of artistic works, express opinions about what they like or dislike and describe what they think the artistic work is about.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- | | | | |
|---------------|---|----------------|---|
| 7.LC.1 | visual arts, dance, drama, music and media | 7.LC.6 | explore different materials, techniques and processes to make 2D and 3D artistic works (e.g. explore proportion, perspective and composition) |
| 7.LC.2 | the portrayal of subject matter in life-like and symbolic ways in the visual arts (e.g. people, other living things, objects, places, events) | 7.LC.7 | use body movements and some elements of dance (e.g. action, dynamics, time, space, relationships, structure) to interpret ideas and feelings or create dance sequences |
| 7.LC.3 | traditions and techniques associated with different artistic works in the visual arts (e.g. drawing, painting, printmaking, sculpture) | 7.LC.8 | explore some elements of drama (e.g. dramatic tension, contrast, symbol, time, space, focus, mood) in their own improvisations |
| 7.LC.4 | traditions and techniques associated with different forms of the performing arts (e.g. folk dance, contemporary dance styles, mime, storytelling, improvisation, puppetry, musical styles, film and television) | 7.LC.9 | sing and play musical instruments, using some concepts of music (e.g. beat, rhythm, duration, pitch, dynamics, tone colour) |
| 7.LC.5 | how audiences can respond to particular artistic works in different ways. | 7.LC.10 | apply some elements of media to communicate a message to a familiar audience (e.g. animation, poster, advertisement) |
| | | 7.LC.11 | use safe practices in the arts (e.g. warm-ups, safe use of equipment) |
| | | 7.LC.12 | interpret and respond to a range of artistic works, identifying some of the skills, elements and techniques used to create meanings and giving reasons for their interpretations and preferences. |

In the later childhood band of development, students have opportunities to learn to:





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students identify some of the skills, elements and techniques used by artists, dancers and musicians to create meanings, moods and effects and they experiment with these in creating their own artistic works. They make visual artistic works that express their experiences, imagination and ideas or represent likenesses of objects and people in the world. They perform dances, combining movements and dance elements. They devise and perform drama, conveying meaning to peer audiences. They sing and play music, combining, ordering and improvising sound using musical concepts. They express their own responses to artistic works, giving reasons for their interpretations and preferences, and consider the responses of others.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

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| <p>7.EA.1 the ways in which artists develop ideas and feelings through artistic works</p> <p>7.EA.2 technical terms (e.g. elements, concepts, forms) and structural principles (e.g. composition, perspective) appropriate to the art form</p> <p>7.EA.3 techniques for safe practice appropriate to the art form (e.g. warming up, safe use of equipment)</p> <p>7.EA.4 the formal language used for discussing, reading and writing about the artistic works of others and for describing and evaluating their own works</p> <p>7.EA.5 the traditions associated with different artistic works appropriate to the art form (e.g. sculpture, ceramics, digital form and painting in the visual arts; playwriting, devised drama, improvisation and video drama; singing, composing and performing in musical traditions; modern, popular, Indigenous, folk and traditional dance forms).</p> | <p>In the early adolescence band of development, students have opportunities to learn to:</p> <p>7.EA.6 experiment with skills, techniques and materials to produce artistic works in particular styles and mediums</p> <p>7.EA.7 create artistic works designed to elicit a response from an audience through exploration of subject matter of personal and social interest</p> <p>7.EA.8 discuss the different ways artistic elements and concepts are used to convey meaning</p> <p>7.EA.9 plan, prepare and present artistic works for particular occasions and audiences, and evaluate them</p> <p>7.EA.10 reflect critically on the artistic works of others, including their peers, using specific criteria and the language of the art form</p> <p>7.EA.11 research an artist and/or artistic work in a way that informs and deepens their understanding and appreciation of the artist and artwork</p> <p>7.EA.12 interpret some artistic works and/or artists in the context of the society in which they lived and the dominant ideas of the time.</p> |
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Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students create artistic works by selecting, organising and manipulating the skills, elements and techniques appropriate to the art form. They confidently and competently present artistic works and describe how they have used artistic elements to create meanings and effects. They recognise the power and enjoyment of creating and presenting artistic works to express their own feelings, ideas and viewpoints. They have a language for talking and writing about artistic works. They describe, interpret and evaluate artistic works, considering and challenging the opinions of others. They understand that examining the artistic works of others provides insights into the views and feelings the artists hold about themselves, their cultural traditions and their world.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

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| <p>7.LA.1 how artistic works may reinforce or challenge social and cultural beliefs (e.g. the depiction of stereotypes, relationships, social issues and political debate through artistic works)</p> <p>7.LA.2 how artistic works contribute to the social and cultural life of Australia</p> <p>7.LA.3 how aesthetic values are constructed in a range of social and cultural contexts</p> <p>7.LA.4 the language needed to analyse, talk, read and write critically about artistic works</p> <p>7.LA.5 technical terms (e.g. elements, concepts, forms) and structural principles (e.g. composition, perspective) appropriate to the art form.</p> | <p>In the later adolescence band of development, students have opportunities to learn to:</p> <p>7.LA.6 develop ideas for their own artistic works, drawing on the world around them and on the artistic works of others</p> <p>7.LA.7 improvise and experiment with different materials, tools, symbols, conventions and media involved in the tradition or style of the art form</p> <p>7.LA.8 create their own artistic works in a chosen art form by applying specific skills, techniques, concepts and elements of the art form</p> <p>7.LA.9 interpret current issues, ideas and events through making their own artistic works</p> <p>7.LA.10 perform or present artistic works to an audience and reflect on and discuss their own artistic choices</p> <p>7.LA.11 analyse the technical, expressive or aesthetic decisions an artist has made in order to convey meaning (e.g. represent an theme, idea or feeling)</p> <p>7.LA.12 interpret distinctive features and elements of particular artistic works and discuss their interpretations in relation to those of others</p> <p>7.LA.13 use research about the history, politics, society, literature and artistic works of a particular time or culture in order to form deeper understandings of specific artists and artistic works.</p> |
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Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students recognise that artistic works bring enjoyment, challenge ideas, build and maintain individual and cultural identity and provide social commentary. They understand the use of specific elements and techniques to convey meaning in an artistic work, identify key ideas conveyed and use appropriate criteria and language to respond to and critique the work. They understand how different interpretations of artistic works may be valid and challenge the values and judgements of others. When creating or performing an artistic work in a chosen form, they select and apply appropriate skills, techniques and materials to express their intended ideas and emotions and bring the work to a point of resolution.



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8

The student listens and speaks with purpose and effect

Overview

This Essential Learning Achievement focuses on effective listening and speaking in conversations, discussions and oral presentations in both informal and formal situations. Listening and speaking influence each other in the interplay of communication in face-to-face situations. They may also happen separately at times, such as when listening to the radio or recording a speech.

For the speaker, the process involves formulating ideas, speaking them and adjusting what they say in response to feedback from listeners. For the listener, the process is one of receiving, thinking about and evaluating what has been said and responding in some way.

Students learn skills for listening and speaking in informal contexts through the feedback they get in everyday interactions with familiar audiences. Through structured experiences and explicit teaching, students develop a wider range of strategies to apply deliberately and flexibly when listening and speaking in more formal and sustained situations.

Listening with purpose implies listening for particular reasons. It involves attending to what is spoken, listening in sustained ways and comprehending meaning, whether informally in conversations or more formally in terms of gaining information, being introduced to new ideas or learning something.

Listening with effect involves actively engaging with and influencing the speaker through non-verbal and verbal responses in order to shape the communication and get what is wanted or needed from the speaker. In a conversation between people from different cultures, for example, each participant will actively seek and feedback cues on how successfully meaning is being communicated.

Speaking with purpose involves formulating and communicating intended meanings to engage, entertain, inform or persuade listeners. Speakers make choices about language and content based on their purposes, the degree of formality of the context and consideration of audience needs and characteristics, such as their relationship with the speaker and likely interest in and familiarity with the topic. Speakers reconsider and adjust these choices in light of audience responses.

Speaking with effect involves using spoken and non-verbal techniques to engage audience interest and response. These techniques include the use of voice tone and

volume, eye contact, facial expression, gesture and movement, humour, visual aids, props and technologies.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the importance of being able to clearly articulate a point of view and to participate in discussions about matters of interest and significance
- develop respect for others and consideration of everyone's right to speak and to be heard
- appreciate the importance of attentive listening for effective communication and learning.

Links to other Essential Learning Achievements

This Essential Learning Achievement is connected to—*The student reads effectively*, *The student writes effectively* and *The student critically interprets and creates texts* through the use of language purposefully and effectively with a range of audiences.

This Essential Learning Achievement also links to—*The student contributes to group effectiveness* and *The student uses a range of strategies to think and learn*, through the central place of listening and speaking in group and learning activities, and to—*The student communicates with intercultural understanding* through the key role of listening and speaking in communication.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 8.EC.1** good listening and speaking behaviours and the need to take turns
- 8.EC.2** listening and speaking as providing opportunities to exchange information, to share and explore ideas, and to express opinions and listen to the opinions of others.

In the early childhood band of development, students have opportunities to learn to:

- 8.EC.3** listen and speak in discussions, conversations and oral presentations in small and large groups, which are usually informal
- 8.EC.4** listen attentively through showing interest in a speaker's tone or presentation and appropriate body language (e.g. facing the speaker, facial expressions, gestures) to emphasise and clarify meaning
- 8.EC.5** identify opinions provided by members of the group in discussions and conversations and make judgements about whether they agree or disagree
- 8.EC.6** make oral presentations of personal recounts or reports about people, places and things related to their own experience, understand the topic, provide some relevant ideas and information, and include events in sequence

8.EC.7 ask questions, contribute information and ideas, express opinions relevant to the topic, and use statements, questions and commands

8.EC.8 speak audibly, with some sense of addressing an audience and the needs of listeners (e.g. vary voice tone and volume to add interest).

Markers of progress

By the end of the early childhood band of development, students listen and speak in conversations and informal discussions about familiar topics. They listen attentively to the views of others, ask questions, contribute information and ideas, and express opinions relevant to the topic. They recount events and describe and report on people, places and things related to their own experiences. They speak audibly and can be understood by peers and teachers.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 8.LC.1** listening and speaking as providing opportunities to clarify ideas and understandings on a topic, to put forward views and arguments and to seek the opinions of others
- 8.LC.2** how people, places, events and things can be portrayed and discussed in particular ways.

In the later childhood band of development, students have opportunities to learn to:

- 8.LC.3** listen and speak in discussions, conversations and oral presentations in informal and formal contexts, using language and content to suit the audience and the context, and considering the needs of listeners to hear and understand what they are saying
- 8.LC.4** listen actively and constructively, providing positive and encouraging feedback to speakers and seeking clarification when they have not understood what is said
- 8.LC.5** identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive way

- 8.LC.6** refer to main ideas, provide explanations and formulate arguments supported by a few reasons to explore information, ideas and issues that extend beyond their immediate experience
- 8.LC.7** prepare and give short oral presentations, and experiment with techniques to engage listeners
- 8.LC.8** use a logical sequence of events to describe a process or explain a phenomenon
- 8.LC.9** speak with clarity, using facial expressions, movements, gestures, voice volume and tone to enhance their expression of ideas
- 8.LC.10** draw on their knowledge of texts and language to use: thinking and feeling verbs to give opinions (e.g. 'believe', 'hope', 'prefer'); nouns, verbs and adjectives to represent people, places, events and things in a chosen way (positive or negative); and statements, questions and commands to generate and maintain discussions and conversations.





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students listen and speak in conversations, discussions and short oral presentations in formal and informal contexts. They listen actively to engage with the topic and with the contributions of others. They provide a logical sequence when describing a process or explaining an event and explore ideas and issues that extend beyond their immediate experience. They refer to main ideas and formulate arguments supported by a few reasons. They speak clearly and experiment with language, voice and body language to engage listeners.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 8.EA.1** listening and speaking as providing opportunities to explore and consider ideas and issues, advance opinions, and influence and persuade others to a point of view
- 8.EA.2** appropriate audience behaviours in a range of listening contexts
- 8.EA.3** how speakers adjust language and speaking style to suit the context, purpose and audience (e.g. to show or acknowledge power and to indicate closeness or distance in relationships) and how listeners influence speakers' choices through their non-verbal and verbal responses
- 8.EA.4** how speakers use their assumptions about the characteristics of listeners to engage their interest and attention and check these through listeners' responses.

In the early adolescence band of development, students have opportunities to learn to:

- 8.EA.5** listen and speak in discussions, conversations and oral presentations, including prepared and spontaneous discussions, meetings and debates

- 8.EA.6** listen strategically and systematically in order to think through ideas presented, record responses and develop a point of view (e.g. take notes from oral presentations, news items, documentaries) and, when appropriate, engage in discussion with the speaker
- 8.EA.7** examine ideas and information and present arguments drawn from research into topics of interest to them
- 8.EA.8** identify main issues of a topic, provide arguments with supporting details and evidence, and sustain a point of view
- 8.EA.9** provide succinct accounts of personal experiences or events and reflect on their significance
- 8.EA.10** prepare and give oral presentations for particular audiences, including appropriate use of visual aids (e.g. report of an inquiry, prepared speech on a topic or issue, debate)
- 8.EA.11** engage listeners by projecting a sense of commitment, interest and authority on a topic and by using spoken techniques (e.g. pace, volume, pronunciation) and non-verbal techniques (e.g. facial expression, gesture, movement) to emphasise meaning and to appeal to different audiences
- 8.EA.12** as a speaker, interpret audience reactions and adjust ways of speaking, as necessary, to maintain audience interest and attention and, as a listener, respond to speakers in appropriate ways about their comprehension, interest and attention





Early adolescence Band of development

8.EA.13 draw on their knowledge of texts and language to use: evaluative nouns, verbs and adjectives to express opinions and to represent people, places, events and things in ways that appeal to certain groups; and words to indicate degrees of certainty (e.g. 'must', 'should', 'may').

Markers of progress

By the end of the early adolescence band of development, students listen and speak in conversations, prepared and spontaneous discussions, oral presentations, meetings and debates. They demonstrate appropriate audience behaviours and listen strategically to evaluate the ideas and arguments of others. They present information and arguments from their research, providing some supporting details and evidence to sustain a point of view. They engage listeners by reflecting and using spoken and non-verbal techniques to emphasise meaning and appeal to particular audiences. They adjust the formality of their language to suit the context, purpose and audience.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 8.LA.1** listening and speaking as providing opportunities to examine issues, evaluate opinions, argue points, make judgements, build understanding and persuade others by using evidence and reasoning
- 8.LA.2** strategies for persuading and entertaining audiences (e.g. using assumptions about listeners, particular language devices, humour, drama)
- 8.LA.3** structures of formal presentations (e.g. introduction to an issue, arguments for and against, elaborations and conclusions).

In the later adolescence band of development, students have opportunities to learn to:

- 8.LA.4** listen and speak in discussions, conversations and oral presentations, including meetings, extended presentations, formal debates and group discussions
- 8.LA.5** monitor their own attentiveness and use strategies to assist active listening in challenging situations (e.g. taking notes, adjusting posture, choosing position in an audience)
- 8.LA.6** take effective notes of lessons, presentations and meetings

- 8.LA.7** give appropriate and effective feedback to speakers (e.g. demonstrate attention, give non-verbal responses to points made, ask questions, engage in further clarification or discussion)
- 8.LA.8** prepare, give and evaluate formal presentations on topics they have researched, organise content and use particular language styles and techniques to communicate effectively and engage the audience, and anticipate audience responses and respond thoughtfully to questions and comments
- 8.LA.9** compare ideas, build on others' ideas, provide other points of view and reach conclusions that take account of aspects of an issue
- 8.LA.10** analyse and investigate challenging ideas and issues, and advance and refute arguments using evidence and reasoning
- 8.LA.11** identify and comment on omissions in information and identify and explore moral and ethical dimensions of an issue
- 8.LA.12** adjust formal and informal language to the size and nature of the group and their relationship with listeners, and vary pace, pitch, phrasing, intonation, pronunciation, facial expression, gesture, sound and silence for effect to engage and influence audiences





Later adolescence Band of development

8.LA.13 draw on their knowledge of texts and language to use: evaluative words and phrases to influence listeners' viewpoints; text connectives to sequence (e.g. 'firstly', 'to sum up'), contrast (e.g. 'on the other hand', 'however'), clarify (e.g. 'in other words', 'for example'), show cause (e.g. 'therefore', 'as a result') and add information (e.g. 'in addition', 'moreover'); and words and phrases to convey probability and authority (e.g. 'it is obvious that', 'it is probable that') and to influence listeners.

Markers of progress

By the end of the later adolescence band of development, students listen and speak in discussions, extended presentations, meetings and debates. They use active listening strategies, monitor their own attentiveness and respond thoughtfully to what speakers have to say. They compare ideas, build on others' ideas, advance and refute arguments and draw conclusions based on evidence and reasoning. They use the structures and language of formal presentations and adjust language to the size and nature of audiences and relationships with listeners. They vary verbal and non-verbal techniques for effect and to influence an audience.



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9

The student reads effectively

Overview

This Essential Learning Achievement focuses on developing students' abilities to read a wide variety of English language texts in printed or electronic forms for a range of purposes. The term 'texts' refers to any communications of meaning involving language which are read, listened to and viewed. The focus of this Essential Learning Achievement is on reading a variety of texts which involve written language (or print), but which may also include associated images and/or sound.

Reading effectively is the ability to decode, comprehend, analyse and reflect upon a range of texts, including imaginative, information and argument texts, and use them for particular purposes.

Decoding is the perception and interpretation of information in texts to make meaning. It involves: awareness of the sounds in spoken language and the ways they are represented in print; visual perception and analysis of sequences of letters and words in continuous text and of accompanying images; knowledge of the conventions of print and text formats; and understandings of written language syntax and vocabulary. Effective readers continually monitor whether their reading is making sense. When meaning is lost, they use a range of strategies to problem-solve the text and self-correct errors, including searching for and combining information from meaning and syntax and visual analysis of words in the print.

For some students, decoding may involve visual perception and interpretation of specially designed symbols and images rather than conventional print. For students with visual impairment, reading may involve the tactile perception and interpretation of texts constructed in Braille.

Comprehension is the continual process of constructing meaning when reading a text. It involves the application of personal and cultural knowledge and prior experience to understand, reflect on and respond to the meanings encoded in the text. Effective readers use information from their own understandings and from the text to predict, sequence, compare, classify, generalise, summarise and evaluate meanings before, during and after the reading.

Analysing and reflecting on texts involves the application of critical thinking to the meanings in texts to formulate considered responses. Readers analyse authors' explicit and implied meanings and purposes with respect to their own and other views, and evaluate what value and authority to accord them. This aspect of reading is expanded in the Essential Learning Achievement — *The student critically interprets and creates texts*. Analysing and reflecting on texts also involves evaluating and appreciating the author's use of language and literary devices to create and communicate meanings for particular purposes and effects.

Using texts involves readers applying their comprehension and analysis of the meanings to make decisions about how they will use a text or participate in activities in which the text plays a part.

In every band of development, students need opportunities to learn to read texts containing language and subject matter appropriate to their developing abilities and to use texts as a means of learning in different areas of the curriculum.

In the early childhood band of development, students develop effective processes for reading predictable texts about familiar ideas and experiences. This early reading development lays the foundation for students to continue to read, interpret and use a wide range of texts of increasing complexity and sophistication in language and subject matter in subsequent bands of development.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a positive attitude towards reading as an intrinsically satisfying and enjoyable lifelong activity that increases in skill and sophistication the more it is practised
- value reading as a source of information that stimulates thinking and expands understandings of people and the world beyond personal experience
- appreciate the power and beauty of language used in literature to evoke ideas, images and feelings, and to provide insights into human experience, identity and connectedness.

Links to other Essential Learning Achievements

Reading effectively enables students to engage with knowledge and ideas across all areas of the curriculum. Teachers in all curriculum areas have a responsibility to develop students' capacities to read the types of texts associated with learning in a particular discipline.

This Essential Learning Achievement links to the interdisciplinary Essential Learning Achievements—*The student uses a range of strategies to think and learn* and *The student understands and applies the inquiry process* through the central role of reading in acquiring knowledge and understanding.

In particular, this Essential Learning Achievement links to the Essential Learning Achievement—*The student critically interprets and creates texts* through the application of critical literacy analysis of print texts. It also links to the Essential Learning Achievements—*The student writes effectively* and *The student listens and speaks with purpose and effect* because of the integrated nature of language processes used when reading, writing, listening and speaking.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 9.EC.1** a range of imaginative and information texts (e.g. children's stories, rhymed verses, fairytales, fables, simple reports, transactions and explanations)
- 9.EC.2** how imaginative texts can entertain, move and teach important things, have plots, settings and characters, and are produced for particular audiences
- 9.EC.3** how information texts can report and explain information and events, and can be produced for different audiences to reflect the interests of the intended readers
- 9.EC.4** conventions of print (e.g. left page before right, left to right and top to bottom direction of print, sentences, words and spaces, letters and letter order in words, basic punctuation, how illustrations relate to the print)
- 9.EC.5** some conventions of electronic texts (e.g. scrolling, text boxes accompanying other text or visual elements, using hyperlinks and buttons on Internet pages to access text)

- 9.EC.6** words commonly used in the texts they read (reading vocabulary), and the ways in which sounds are organised in spoken language (phonemic awareness) and represented by letters and letter clusters in print (phonics).

In the early childhood band of development, students have opportunities to learn to:

- 9.EC.7** read and interpret simple imaginative texts containing ideas and information related to their real and imagined worlds, with illustrations that clarify meaning
- 9.EC.8** identify the main topic of a story, retell a sequence of events and draw inferences from directly stated descriptions and actions (e.g. a character's feelings)
- 9.EC.9** read and interpret information texts containing information related to their own experiences
- 9.EC.10** identify key events, order of events and some directly stated supporting information, and relate their interpretations of texts to their own experiences
- 9.EC.11** use strategies to self-monitor their reading for meaning and to search for and use meaning, word order and visual information (or cues) to detect and self-correct errors when meaning is lost





Early childhood Band of development

- 9.EC.12** decode new and unfamiliar words using common letter-sound relationships, common visual letter patterns, simple tense and plural endings and a base word, and similarity to other known words
- 9.EC.13** read texts in a phrased and fluent way to gain meaning and enjoyment
- 9.EC.14** respond to texts in a variety of ways (e.g. discussion, drama, drawing, writing their own texts).

Markers of progress

By the end of the early childhood band of development, students read effectively a range of simple imaginative and information texts about familiar topics, using familiar language and supportive text structure. They read these texts fluently, recognise many high-frequency words in texts, and predict and check meanings. They use strategies to self-monitor their reading for meaning and to search for and use meaning, word order and visual information (or cues) to detect and self-correct errors when meaning is lost and to decode unknown words. They distinguish between imaginative and information texts, and identify characters, setting, order of events and key information in texts. They respond to texts and use them for particular purposes.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 9.LC.1** a range of imaginative, information and argument texts in printed and electronic formats that entertain, move, report, present opinions and persuade (e.g. children's stories, Dreaming stories, myths and legends, poetry, lyrics, procedures, reports, explanations, magazine and news articles and arguments)
- 9.LC.2** the different stages of imaginative texts (e.g. in stories an orientation sets the scene and introduces characters, a sequence of events can build up complications and resolutions to create tension and suspense)
- 9.LC.3** the purposes of information texts to inform, persuade and/or entertain and how these texts usually have a point of view
- 9.LC.4** the generic structure and layout of reports and arguments (e.g. a general statement or introduction for the topic; a main contention; a point, reason or evidence for argument elaborated in each following paragraph; and a conclusion)
- 9.LC.5** the function of statements, questions, commands and exclamations

9.LC.6 language used by authors to engage the reader (e.g. descriptive words such as adjectives and adverbs, figurative language such as simple similes, and stanzas, rhyme and rhythm in rhymed verse) and to portray characters, people and events in particular ways (e.g. to create positive or negative perspective)

9.LC.7 parts of a sentence that indicate what is happening (verbs), who and what is taking part (nouns) and the circumstances surrounding the action (prepositional phrases and adverbs).

In the later childhood band of development, students have opportunities to learn to:

- 9.LC.8** read and interpret imaginative texts that contain characters, settings and plots developed in some detail, and topics and issues that may extend beyond the immediate plot
- 9.LC.9** read and interpret information and argument texts in printed and electronic forms that contain information and ideas extending beyond their immediate experience
- 9.LC.10** identify main ideas in imaginative texts through interconnections of plot, character and setting, and infer characters' qualities, motives and actions





Later childhood Band of development

- 9.LC.11** recognise main ideas in information and argument texts, locate supporting details and background events, and identify differences and similarities in information in different texts on the same topic
- 9.LC.12** apply a range of strategies to problem-solve difficult parts of texts and construct meaning (e.g. infer meanings of and decode unknown words)
- 9.LC.13** respond to and use texts in a variety of ways (e.g. in discussion, creating drama or artworks, writing their own texts, researching a topic of interest)
- 9.LC.14** use library catalogues and electronic searches to locate and select reading material according to their own interest or purpose.

Markers of progress

By the end of the later childhood band of development, students read effectively a range of texts that explore some unfamiliar ideas and experiences. They read fluently for meaning, recognise many words in texts, including subject-specific vocabulary, and use contextual information and visual analysis to decode unknown words and make sense of the difficult parts of texts. They identify and discuss authors' purposes, characters, settings, plots, main ideas and supporting details. They identify the generic structures and some of the language features of imaginative, information and argument texts. They compare information presented in different texts on the same topic. They select and use texts for their own interests and purposes and respond to texts in a variety of ways.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 9.EA.1** a range of imaginative texts that entertain and evoke emotion, explore adolescent issues and identities and provide an insight into the lives and experiences of others (e.g. adolescent fiction, adventure and fantasy stories, novels, short stories, plays, poetry)
- 9.EA.2** a range of information and argument texts in printed and electronic formats that entertain, evaluate, argue and persuade, and explore information and ideas related to significant events and issues (e.g. reports, explanations, procedures, news articles, features, opinion pieces, letters to the editor, advertisements)
- 9.EA.3** the development of characters and plot in imaginative texts through dialogue and descriptive language and how construction of characters contributes to plot development
- 9.EA.4** how information texts can be constructed for more than one purpose (e.g. to report, present a point of view, create a market for more readers), how layout influences meaning and how aspects of subject matter may be selected to appeal to, and influence, different groups of readers

- 9.EA.5** language features used by authors to engage the reader and express authors' opinions (e.g. verbs and adjectives to express opinions; figurative language such as similes, metaphors and personification to develop imagery and humour; and cohesive devices such as 'then', 'finally', 'meanwhile', 'so', 'though', 'but' and 'however' to signal relationships between ideas, within and between sentences).

In the early adolescence band of development, students have opportunities to learn to:

- 9.EA.6** read and interpret imaginative texts that may contain subject matter related to real and imaginary worlds, sometimes with movement between both worlds, and explore some unfamiliar ideas, issues and experiences
- 9.EA.7** read and interpret information and argument texts in printed and electronic formats that explore significant ideas and issues and may contain specialised language relating to different disciplines
- 9.EA.8** infer meanings and messages developed through the storyline of imaginative texts, draw conclusions about possible reasons for characters' behaviour and feelings, and consider ethical choices made by characters
- 9.EA.9** identify causes and effects in information texts, the position in an argument and the key points and evidence supporting the argument





Early adolescence Band of development

- 9.EA.10** compare information and ideas in different texts to identify different emphases and the influence of these on their own perceptions
- 9.EA.11** recognise technical terms and subject-specific words in information and argument texts and use resources to check meanings (e.g. dictionaries, glossaries)
- 9.EA.12** use knowledge of word origins, sound and visual patterns, syntax and semantics in a multi-strategy approach to decoding unfamiliar words
- 9.EA.13** scan printed and electronic resources to locate and synthesise information, including using hyperlinks to locate relevant parts of a non-linear electronic text
- 9.EA.14** use refined searches to locate printed and electronic texts for particular purposes, and evaluate the reliability of information sources found and their suitability for intended use.

Markers of progress

By the end of the early adolescence band of development, students read effectively a range of extended texts that explore some unfamiliar experiences and significant ideas and issues, and that may use literary or specialised language relating to different disciplines. They adjust their reading strategies according to the purpose for reading and complexity of the text. They interpret technical, literal and figurative language and infer meanings implicit in texts. They identify authors' purposes and evaluate the text structure, language and techniques used to achieve them. They make links between ideas presented explicitly and implicitly in texts and compare information in different texts on the same topic. They draw on their own knowledge to evaluate, respond to and use ideas, information, arguments and evidence presented in texts.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 9.LA.1** a range of adolescent, classic and contemporary imaginative texts exploring personal, social, cultural and political issues of significance to their own lives
- 9.LA.2** a range of information and argument texts containing accessible but challenging issues that deal with local, national and international events and issues (e.g. current affairs and news articles, features, editorials, reviews, subject-related reports, explanations, procedures)
- 9.LA.3** multiple purposes of imaginative texts (e.g. to entertain, move, parody, persuade) and the particular features of settings, characters and plots associated with different genres of imaginative texts (e.g. mystery, historical novel, romance)
- 9.LA.4** how ideas are explored through the interplay of setting, plot and character and through the actions, speech, thoughts and feelings of characters, and how readers' responses to characters and situations may vary at different points in the text
- 9.LA.5** how experiences created in texts can help readers to understand themselves and others, their own world and the wider world

- 9.LA.6** how information texts can analyse, evaluate and use humour, and how argument texts can advance opinions, justify positions and make judgements in order to persuade others
- 9.LA.7** how authors select language to represent ideas, information and concepts in particular ways and how readers may need to develop knowledge of particular events, issues and contexts to interpret texts
- 9.LA.8** figurative language and imagery to express attitudes, evoke emotions and establish mood, and some techniques used in poetry (e.g. onomatopoeia, alliteration)
- 9.LA.9** the language used to convey degrees of certainty, probability or obligation (e.g. 'might', 'perhaps') and changing verbs into nouns to compress ideas and add formality (e.g. 'Advertising influences people' to 'The influence of advertising').

In the later adolescence band of development, students have opportunities to learn to:

- 9.LA.10** read and interpret a range of sophisticated imaginative, information and argument texts in printed and electronic formats, for a variety of purposes





Later adolescence Band of development

- 9.LA.11** draw conclusions about characters and major ideas in imaginative texts using reference to particular moments and incidents, and identify uses of references to other texts and how these contribute to meaning
- 9.LA.12** identify techniques used to construct plot and create emotional responses in imaginative texts (e.g. comparison, contrast, exaggeration, juxtaposition, the changing of chronological order, or the expansion and compression of time) and evaluate their effectiveness
- 9.LA.13** draw conclusions about the main idea or position of information and argument texts, and identify and evaluate the quality of the supporting information, explanation or evidence
- 9.LA.14** identify ways an event or issue is portrayed, discuss possible consequences and compare the ways language is used to portray an event or issue in different texts
- 9.LA.15** respond to texts analytically (e.g. through thinking, discussion and writing) and creatively (e.g. through writing, drama and artworks).

Markers of progress

By the end of the later adolescence band of development, students effectively read sophisticated imaginative, information and argument texts on a wide variety of topics that explore significant ideas, issues and human experiences and relate to learning in different subject areas. They infer layers of meaning and evaluate how the different elements of a text work together to achieve the author's purpose and create an effect on the reader. They analyse and interrogate characters, plot elements, ideas, arguments and evidence to form their own considered point of view about issues and themes explored in the text. They compare, contrast, categorise and synthesise information from different texts to revise and refine their understandings. They respond to texts analytically and creatively.



10

The student writes effectively

Overview

This Essential Learning Achievement is about students' abilities to record and explore personal experiences, imagination, feelings, ideas and information in written English for particular purposes and to communicate these to particular audiences. Writing can be in handwritten or electronic form and may include additional elements, such as images, to convey intended meanings.

Writing effectively involves understandings and skills in two interrelated aspects of the writing process.

The first aspect involves composing, shaping and organising intended meanings in written language. Writers make decisions about what they want to write, why they want to write it and who the audience is. Depending on their purpose and audience, they choose writing technologies and text forms, plan the message, synthesise ideas and information and draft the writing, making particular choices about language use. They revise and shape the language to record and communicate the intended meanings as clearly as possible.

The second aspect involves knowing and applying the conventions of spelling, punctuation, grammar and format to suit the purpose and audience for writing. Depending on their purpose and audience, writers proofread to make adjustments to grammar, punctuation and spelling, as necessary. They format the writing to effectively convey their meanings to the intended audience.

Writers use both of these aspects of the writing process, attending to each as necessary, to record, explore and communicate their intended meanings in writing as effectively as possible.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- value writing as a medium for creative expression and for recording and communicating ideas, feelings and understandings
- develop a sense of personal satisfaction and enjoyment in writing for many different purposes
- develop a positive attitude towards experimenting with, shaping and improving their writing in order to communicate effectively

- appreciate that communicating ideas clearly in writing and using appropriate spelling, grammar and punctuation create a positive impression and influence audiences to engage with their ideas.

Links to other Essential Learning Achievements

Writing effectively enables students to engage with and communicate knowledge and ideas in all areas of learning. Teachers in all curriculum areas have a responsibility to develop students' capacities to write the types of texts associated with learning in a particular discipline.

This Essential Learning Achievement links to the interdisciplinary Essential Learning Achievements—*The student uses a range of strategies to think and learn* and *The student understands and applies the inquiry process* through the frequent use of writing to record and communicate ideas and information derived through thinking, learning and inquiry processes.

This Essential Learning Achievement also links to—*The student uses Information and Communication Technologies effectively*, through the use of ICT for writing purposes; *The student critically interprets and creates texts*, through the application of critical literacy understandings to construct texts in writing; *The student reads effectively*, through the reciprocal nature of reading and writing processes; and *The student listens and speaks with purpose and effect* in the purposeful use of language to communicate effectively to particular audiences.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 10.EC.1** how writing communicates a message for a variety of purposes to different audiences
- 10.EC.2** how writing is arranged, including direction of print, letters making up words, spaces between words and organisation of words into sentences
- 10.EC.3** structures and features of imaginative texts (e.g. characters, a setting and a plot in stories) and of information texts (e.g. descriptions of people and events or giving opinions)
- 10.EC.4** similarities and differences between spoken and written language (e.g. how patterns of repetition are used in written language to emphasise actions or ideas in texts)
- 10.EC.5** processes of planning, drafting, checking and editing writing to make the message clear for an intended audience.

In the early childhood band of development, students have opportunities to learn to:

- 10.EC.6** write imaginative and information texts for known readers to entertain, describe, give information and express opinions on familiar topics using handwriting or word processing (e.g. simple stories, recounts, descriptions and explanations)
- 10.EC.7** write imaginative texts that briefly describe characters and setting, formulate a storyline of a few sequenced events that create a problem and attempt an ending that resolves the problem
- 10.EC.8** write recounts or descriptions that order information or sequence events using some detail and/or supporting illustrations
- 10.EC.9** write an opinion on a topic supported by at least one or two reasons or a simple explanation based on personal judgement
- 10.EC.10** use other texts they have read and heard as models for their own writing and use 'book language' such as familiar story markers (e.g. 'once upon a time')





Early childhood Band of development

- 10.EC.11** write simple sentences, using suitable vocabulary for the topic, basic punctuation (capital letters, full stops, commas in lists) and appropriate grammar, and experiment with using conjunctions (e.g. 'and', 'but', 'because') for adding ideas and information and giving reasons, and cohesive devices (e.g. 'then', 'next') to guide readers through a series of events and adjectives, adverbs and prepositional phrases to elaborate ideas
- 10.EC.12** use spelling strategies of hearing and analysing the sounds in spoken words (phonemic awareness) and representing them with appropriate letters and letter clusters, finding similarities with known words and using meaning patterns to spell accurately high-frequency words, monosyllabic words and words of two syllables with common spelling patterns
- 10.EC.13** use accessible resources to check the spelling of unknown words (e.g. word banks, class dictionaries)
- 10.EC.14** form letters legibly and fluently when handwriting texts, and develop basic keyboard skills for writing electronic texts.

Markers of progress

By the end of the early childhood band of development, students write simple imaginative and information texts based on personal experience and familiar topics. They plan their ideas and organise them according to their purposes for writing. They write their ideas using basic sentence structures with appropriate use of capital letters and full stops. They write many high-frequency words accurately. When attempting to write unknown words, they use spelling strategies of hearing the sounds in spoken words and recording them with appropriate letters and letter clusters, using similar known words and familiar spelling patterns, and using accessible references. They reread their writing to check that it makes sense, to revise ideas and to edit some spelling and punctuation.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 10.LC.1** the generic structures of different types of texts to organise and structure ideas and information (e.g. narratives, simple poems and scripts, descriptions, reports, explanations and simple arguments)
- 10.LC.2** how writers consider their purpose for writing and the interests of their intended readers when selecting subject matter within a chosen topic
- 10.LC.3** how writers can explore their own ideas and feelings through the characters and situations they create, attempt to influence readers' opinions and portray people, characters and events in particular ways by including or omitting information and making particular language choices
- 10.LC.4** processes of planning, drafting, revising, editing and publishing writing for particular purposes and audiences.

In the later childhood band of development, students have opportunities to learn to:

- 10.LC.5** write texts, in handwritten and electronic mediums, to entertain, inform and persuade known audiences drawing on their own experiences and some unfamiliar ideas or information by researching topics
- 10.LC.6** write imaginative texts that: describe characters and settings and use dialogue; develop a storyline of sequenced events with a problem and resolution; include details relevant to the storyline; and draw together elements of the storyline, sometimes in a resolution
- 10.LC.7** write information texts that provide a general statement or introduction to the topic, and develop the topic with a few supporting ideas, explanations, opinions and/or descriptions
- 10.LC.8** write arguments that make a personal judgement and support it with a few points, arguments or evidence
- 10.LC.9** take notes from texts read or viewed, and expand and paraphrase them when writing their own text
- 10.LC.10** use compound and complex sentences to elaborate ideas organised into paragraphs for separate points





Later childhood Band of development

- 10.LC.11** use adjectives and verbs to present people, places, events and things in a chosen way, patterns of repetition to emphasise or link actions or ideas, pronouns that agree with the words to which they are referring and some specific or technical vocabulary where appropriate
- 10.LC.12** use time connectives (e.g. 'yesterday', 'afterwards', 'later') and tense to locate characters and actions in time, linking words (e.g. 'firstly', 'or', 'so', 'when') to structure texts, and referring words (e.g. 'this', 'those', 'there') to link ideas
- 10.LC.13** use a range of punctuation appropriately (e.g. commas to separate clauses, apostrophes in contractions and to show ownership, speech marks for direct speech, exclamation marks and question marks)
- 10.LC.14** use sound, visual and meaning patterns to spell words and use resources (e.g. dictionaries, spell checks, thesauruses) to check spelling and meanings.

Markers of progress

By the end of the later childhood band of development, students write coherent imaginative, information and argument texts of some complexity that convey intended ideas and information mainly from personal experience, for different purposes and audiences. They use text forms suitable for the purpose, and plan and organise relevant ideas accordingly. They write using a variety of basic, compound and extended sentences, and use basic punctuation and grammar appropriately. They group sentences containing related information into paragraphs. They understand how choice of language can enhance meaning and use vocabulary suitable for the purpose and audience, including subject-specific terms. They write accurately many frequently used words and words with common spelling patterns. They know and use a range of spelling strategies, including the use of references, to spell unknown words. They proofread to revise ideas, clarify language, and edit spelling and punctuation.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 10.EA.1** how writers draw on their own knowledge, experiences, thoughts and feelings, and on the subject matter and forms of texts they have heard, read, viewed or researched
- 10.EA.2** how writers select ideas and information to support their position or purpose and to appeal to or suit different audiences
- 10.EA.3** structures of texts for writing in different disciplines, including various types of literary and information texts, and the formal logical structure used in argument texts.

In the early adolescence band of development, students have opportunities to learn to:

- 10.EA.4** write short and extended texts to entertain, inform and persuade that develop ideas and information dealing with their personal views of the world, explore some challenging ideas or argue a point of view, in handwritten and electronic mediums for unknown or specified audiences

- 10.EA.5** write imaginative texts (e.g. simple adventure, fantasy, horror and ghost stories, myths, legends, ballads, poetry, play scripts) that use ideas, details and events relevant to the storyline, develop characters through descriptions, actions and dialogue with feelings and personalities beyond traditional characters, include some evaluative comments on the significance of an event and may use humour to entertain their audience

- 10.EA.6** use dependent and independent clauses to extend and elaborate ideas and information, including direct and indirect speech, and extended groups of nouns, adjectives and adverbs to develop characters, setting and plot

- 10.EA.7** experiment with writing poetry in a variety of forms (e.g. haiku, form poetry)

- 10.EA.8** write information texts (e.g. reports, explanations, personal recounts, autobiographies) that provide: an introduction to outline the scope of the topic; develop the topic with ideas, descriptions, opinions and/or explanations that are logically organised; and use graphic elements and/or headings and subheadings to organise presentations, research or other information

- 10.EA.9** write argument texts providing an introduction that states their position, logical supporting arguments that may include some details or evidence and a conclusion





Early adolescence Band of development

- 10.EA.10** use particular adjectives and verbs to express opinions and give an evaluation of ideas and information
- 10.EA.11** portray people, places, events and things in ways that appeal to certain groups, and present an issue in a way to persuade a particular audience
- 10.EA.12** write in paragraphs to order and sequence information or arguments, and use topic sentences to emphasise the point or argument in each paragraph and to focus the reader's attention
- 10.EA.13** use cohesive devices to express cause and effect relationships (e.g. 'since', 'in order to') and to compare and contrast (e.g. 'although', 'while', 'even', 'if')
- 10.EA.14** use correct tenses and subject-verb and noun-pronoun agreement
- 10.EA.15** use a multi-strategy approach to spelling unfamiliar words (e.g. word origins, sound and visual patterns, syntax and semantics)
- 10.EA.16** take notes from print and electronic media, and select and synthesise relevant information from a number of sources
- 10.EA.17** revise and edit their writing as the purpose demands.

Markers of progress

By the end of the early adolescence band of development, students write short and extended imaginative, information and argument texts, drawing on personal experience and less familiar contexts. They make considered choices about text forms to suit their writing purpose and intended audience. They plan their text sequence and develop paragraphs to include topic sentences and relevant information, drawing from other sources where necessary. They organise paragraphs logically to form cohesive text. They choose from a wide vocabulary, including technical terms, to clearly and precisely convey their intended meanings. They spell most words correctly, use correct grammar and a range of punctuation appropriately. They routinely revise and edit their writing as the purpose demands.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 10.LA.1** how writers want readers to empathise with the ideas and emotions expressed or implied in their writing and select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information
- 10.LA.2** how imaginative texts can move and persuade and how ideas and issues can extend beyond the immediate plot, with main ideas developed through the interconnections of plot, setting and characters
- 10.LA.3** how information and argument texts use particular structures and require explanations, details and evidence, which may require research
- 10.LA.4** how writers can express views and values other than their own and use references to other texts and parody to extend meaning and create humour.

In the later adolescence band of development, students have opportunities to learn to:

- 10.LA.5** write extended or sustained texts that entertain, move, inform and persuade, and contain personal, social and cultural ideas and issues related to their own lives and communities and their views of the world, using handwritten and electronic mediums
- 10.LA.6** write imaginative texts (e.g. extended narratives, short stories, anecdotes, plays, poetry, personal letters) with characters and situations which explore ethical dilemmas, move beyond stereotypes or expectations, and give attention to time order, characterisation, use of dialogue, consistent narrative point of view and development of a resolution
- 10.LA.7** write information or argument texts (e.g. biographies, advertisements, news articles, features, letters to the editor, reviews) which deal with ideas and issues where they would like to effect change and to persuade a general or particular audience to change their point of view and/or to take action





Later adolescence Band of development

10.LA.8 structure information or argument texts with: an introduction stating their own position or the major perspectives on an issue and a preview of arguments or information to follow; appropriate selections of information synthesised from several sources and organised in a logical way with a major point and some elaboration to each paragraph; and a conclusion restating their position or a summary of the main arguments, issues or recommendations

10.LA.9 write for personal and reflective purposes (e.g. journal) and for functional purposes relating to personal transactions (e.g. business letter, application, personal resume)

10.LA.10 order paragraphs to best support and sustain an argument and to organise and convey information clearly; use different sentence and clause structures to expand ideas or foreground certain information; and use hyperlinks, flashbacks and other time variants to connect ideas

10.LA.11 use concrete, technical, abstract and emotive words to argue, persuade or convey information, and emotive, evocative, formal and impersonal language to create tone, mood and atmosphere

10.LA.12 use punctuation correctly, including semicolons and colons in extended lists

10.LA.13 reflect on their writing throughout the writing process, evaluate the clarity of their message and adjust the organisation of ideas and language, as necessary, to communicate their precise meaning to the intended audience.

Markers of progress

By the end of the later adolescence band of development, students write extended or sustained imaginative, information and argument texts that contain personal, social and cultural ideas related to their own lives, communities and expanding views of the world. They explore topics and develop sustained ideas in writing and present these effectively to an intended audience. They select, use and manipulate linguistic and structural components of text forms to enhance the clarity and effect of their writing. They synthesise information and ideas from a variety of sources to support their views and use persuasive devices to influence their audience. They undertake all aspects of the writing process to ensure subject matter, organisation and language, including grammar, spelling and punctuation, suit the purpose for writing and the needs of the intended audience.



11

The student critically interprets and creates texts

Overview

This Essential Learning Achievement is about students developing critical literacy thinking and applying it to the interpretation and creation of texts.

The critical literacy approach involves understanding that texts are not neutral. Creators of texts make choices about the elements they include to position their audience to think and respond in particular ways. Their cultural, political and social perspectives and values inform these choices. A critical literacy approach enables students to evaluate texts and make decisions about whether to accept or resist positions they promote.

The term 'text' refers to any communication of meaning involving language. Texts may convey meaning in single or combined modes (linguistic, numerical, audio, visual, graphic, symbolic, gestural and spatial), which may be read, listened to and viewed. Examples of texts with combined modes include picture books, advertisements, newspapers, information texts with illustrations, graphs or statistics, television, film, animation, music video clips, computer games, websites and online databases.

Critically interpreting texts involves recognising and analysing the textual elements and techniques used to communicate meaning—for example, how language choices, colour, symbols, illustrations, diagrams, music, voice tones, camera angles, lighting and layout are used to inform, create mood and appeal to and persuade audiences.

Critically interpreting texts also involves examining, questioning and challenging opinion, bias and point of view explicit and implicit in the text. It includes the examination of underlying and unstated assumptions in texts and of the ways in which texts attempt to influence audiences to accept particular points of view or take particular actions. It poses questions such as: What is this text trying to do to me? Whose interests are being served and promoted by this text? Which voices or points of view are not represented in this text? Critically interpreting texts involves understanding that readers' and viewers' interpretations are influenced by their own knowledge, values and practices.

Critically creating texts involves employing and manipulating textual elements with reference to particular purposes and audiences. Students utilise understandings gained from critically interpreting texts to make increasingly sophisticated choices of elements in the texts they create to position the audience to think and respond

in particular ways. They understand the power a creator of texts has to influence, engage and position readers and audiences.

Critically interpreting and creating texts foster the higher order thinking skills of applying, analysing and evaluating that enable students to make informed judgements and decisions about texts.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- enhance their appreciation of texts through exercising critical literacy thinking
- appreciate the influence creators of texts have in making and altering public opinion
- appreciate the power of being able to decide whether to be persuaded or not.

Links with other Essential learning Achievements

This Essential Learning Achievement is relevant to many areas of the curriculum that involve making meaning from primary and secondary sources, the Internet and reference material. In particular, it links to the Essential Learning Achievements— *The student uses a range of strategies to think and learn, The student understands and applies the inquiry process, The student makes considered decisions, The student uses Information and Communication Technologies effectively, The student reads effectively, The student writes effectively and The student listens and speaks with purpose and effect.*



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 11.EC.1** different modes used in the texts they view, listen to and read (e.g. images, music, print and voice) and the ways each mode communicates meaning
- 11.EC.2** some of the ways in which information texts can describe people and events and give an opinion that may be positive or negative
- 11.EC.3** how some texts are created to make readers and viewers think in certain ways or persuade them to do certain things (e.g. advertisements)
- 11.EC.4** elements in stories (e.g. character, plot and setting) and how they can be manipulated to create alternative versions for different effects and meanings.

In the early childhood band of development, students have opportunities to learn to:

- 11.EC.5** examine how characters, people and events are represented in different texts and offer suggestions for alternatives (e.g. if the main character had been a different gender)
- 11.EC.6** notice meaning that is implied in a text (e.g. how the changing colours of the sky in a sequence of pictures gives the sense of time passing)

11.EC.7 create texts using a combination of sound, vision, words or graphics to communicate (e.g. retell a simple story using a storyboard)

11.EC.8 recognise ways the media conveys messages to influence people's opinions.

Markers of progress

By the end of the early childhood band of development, students recognise that picture books communicate meaning through both the print and the illustrations. They describe the ways that each mode contributes to the portrayal of a character or event. They construct alternative versions of familiar stories by manipulating some of the story elements. They distinguish between different types of texts and their purposes, such as advertisements and programs when viewing television.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 11.LC.1** the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites)
- 11.LC.2** how information texts aim to inform, persuade and/or entertain, and usually have a point of view
- 11.LC.3** how texts can be produced for different audiences
- 11.LC.4** how interests of intended readers and viewers can be reflected in the text
- 11.LC.5** how creators of texts choose subject matter that may have been influenced by their audience and their purpose
- 11.LC.6** how particular perspectives may be heightened by including or excluding information
- 11.LC.7** how visual (e.g. shot types, graphic layout, links), non-verbal (e.g. facial expressions), spoken (e.g. volume) and auditory techniques (e.g. sound effects) develop the subject matter and focus a viewer's attention
- 11.LC.8** how writers and creators of texts can influence others' opinions and portray people, characters and events in particular ways by including or omitting information and making particular language choices or choices about text creation (e.g. camera shots, images).

In the later childhood band of development, students have opportunities to learn to:

- 11.LC.9** explore different ways in which media and ICT can portray an event or story and how these can influence the beliefs and actions of people
- 11.LC.10** identify ideas and information that have been omitted and suggest why
- 11.LC.11** identify how language and images are used to portray people, characters and events in particular ways (e.g. to create a positive or negative perspective)
- 11.LC.12** create and present original texts using more than one mode that are intended to persuade an audience of their peers.

Markers of progress

By the end of the later childhood band of development, students discriminate between fact and opinion, and identify bias in text. They identify the ways in which two or more communication modes are used in a text to create mood and influence the audience to think in particular ways about a character, event or product. They use these understandings to create original texts that are intended to persuade an audience of their peers.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 11.EA.1** the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites)
- 11.EA.2** how creators of persuasive texts use their personal assumptions about groups of readers and viewers to engage, interest and influence their audience by selecting particular subject matter and techniques (e.g. in advertising)
- 11.EA.3** how readers' and viewers' interpretations of texts are influenced by the knowledge and values of the groups to which they belong and by their own experiences
- 11.EA.4** how the layout of print and web-based texts influences meaning
- 11.EA.5** how visual (e.g. camera angles and shot types), non-verbal (e.g. gestures and facial expressions), spoken (e.g. voice qualities) and auditory techniques (e.g. music and sound effects) can be used to add meaning, interest, immediacy and authority to texts
- 11.EA.6** how visual, spoken, written and auditory modes are chosen to portray characters, places and events in particular ways to appeal to different groups

11.EA.7 how their own membership in groups influences their interpretation of texts

11.EA.8 the ways language can be adjusted to show or acknowledge power and to indicate closeness or distance in relationships.

In the early adolescence band of development, students have opportunities to learn to:

- 11.EA.9** explore the ways that media and ICT can influence public opinion
- 11.EA.10** analyse media portrayal of issues to identify viewpoints, bias and stereotypes and investigate ways in which the media and ICT are used to influence people's views
- 11.EA.11** select ideas and information when creating persuasive texts to support their position and purpose and to appeal to different audiences
- 11.EA.12** compare ideas in different texts to identify the emphasis and evaluate the influence on their own perceptions
- 11.EA.13** analyse how creators of texts include and omit ideas and information to portray characters, people, places and events in particular ways
- 11.EA.14** select aspects of subject matter when creating texts to portray people, places, events and things in ways that appeal to particular groups and consider the social justice implications of the ways these are portrayed.





Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students identify values and assumptions explicitly stated and implicit in texts, and question the points of view or interests being promoted. They suggest alternative points of view and construct texts to portray or promote these. They understand some techniques used in persuasive texts to appeal to particular audiences and promote ideas, products or services. They apply these techniques when creating original texts intended to persuade an identified audience and evaluate their effectiveness.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 11.LA.1** the modes and purposes of different types of appropriate texts (e.g. books, newspapers, magazines, advertisements, films, television programs, CD-ROMS and websites)
- 11.LA.2** how viewers and readers may be positioned to think about characters and ideas in particular ways and how these views may reflect cultural values and be questioned
- 11.LA.3** how creators of texts select language and techniques to represent ideas, information and concepts in particular ways (e.g. choose words and symbols with particular connotations; use imagery to establish mood and enhance ideas and feelings; vary sentence beginnings to emphasise information; use passive voice to hide responsibility; and use hyperlinks, flashbacks and other time variants to influence meaning)
- 11.LA.4** how readers and viewers need to develop knowledge about particular events, issues and contexts to interpret texts and how their interpretations are influenced by their knowledge, values and practices

11.LA.5 how visual (e.g. camera angles and shot types), non-verbal (e.g. gestures and facial expressions), spoken (e.g. voice qualities) and auditory techniques (e.g. music and sound effects) are combined to position an audience

11.LA.6 how writers can express views and values other than their own

11.LA.7 how media and ICT are used by individuals, groups and governments to exert influence, shape opinion and manage controversy

11.LA.8 the social justice implications of the ways in which people, places, events and objects are portrayed.

In the later adolescence band of development, students have opportunities to learn to:

11.LA.9 critically read and view texts such as current affairs and news articles, features, editorials, documentaries and reviews that deal with local, national and international issues and events that develop over time

11.LA.10 critically analyse articles in the media that make use of statistics in an attempt to support a case or argument

11.LA.11 draw conclusions about the main idea or position of information and argument texts, and identify and evaluate the quality of the supporting information, explanation or evidence





Later adolescence Band of development

- 11.LA.12** identify ways an event or issue is portrayed and discuss possible consequences (e.g. the way a particular group is repeatedly portrayed by the media and the social ramifications of this)
- 11.LA.13** select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information
- 11.LA.14** write extended or sustained texts that entertain, move, inform and persuade in print and electronic mediums
- 11.LA.15** create texts that deal with ideas and issues where they would like to effect change or persuade a general or specific audience to change their point of view or take action
- 11.LA.16** compare the ways language is used to portray an event or issue in different texts.

Markers of progress

By the end of the later adolescence band of development, students evaluate the ways in which communication modes in texts are used to appeal to and influence different audiences. They evaluate and challenge cultural assumptions and power relationships in texts. They use these understandings to create original texts to present alternative viewpoints and portrayals of people, social issues and events and to persuade an audience to change their point of view or to take action.



12

The student takes action to promote health

Overview

This Essential Learning Achievement is about developing students' capacity to make decisions and act in ways that promote their health and that of others. Health is a multi-dimensional concept used to describe a person's physical, emotional, mental, cognitive, social and spiritual well-being.

In order to take action to promote health, students need to understand and develop ways of maintaining a healthy lifestyle. This involves the development of skills in decision-making, planning, risk management and problem-solving, as well as the ability to access relevant health information and services. Students also need to understand health and lifestyle issues that are likely to affect them and the community, now and in the future.

The issues relevant to students' health will change as they grow and develop and as their circumstances change. Schools should use data to help them identify the issues of most relevance to their students and the ACT and Australian community at any particular time. Currently, the health issues most relevant to children and young people relate to food choices, drugs, personal safety and risk behaviours, physical activity and mental health. The last two issues are addressed in two other related Essential Learning Achievements.

Health issues with the potential to appear in later life are also important for students to examine because they are related to lifestyle patterns established in the childhood and adolescent years. With understanding of these issues, students can establish lifelong healthy behaviours while they are young in order to continue to enjoy good health as adults.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- value the benefits of a healthy lifestyle
- appreciate the need to take personal responsibility for their own health choices
- appreciate their right to personal safety and their responsibility for contributing to the safety of others.

Links to other Essential Learning Achievements

This Essential Learning Achievement links closely to two others that specifically address aspects of physical health and mental and social health respectively—*The student is physically skilled and active* and *The student manages self and relationships*.

All three Essential Learning Achievements are underpinned by—*The student makes considered decisions* through an understanding of the decision-making processes needed to be able to make healthy lifestyle choices.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 12.EC.1** the components of a healthy lifestyle (e.g. sleep, rest, physical activity, healthy food choices)
- 12.EC.2** good personal hygiene practices
- 12.EC.3** people and products that keep them healthy (e.g. at home, in the local community)

Healthy food habits

- 12.EC.4** food choices for good health
- 12.EC.5** balanced eating habits

Drugs

- 12.EC.6** drugs as helpful and harmful substances

Safety

- 12.EC.7** ways to protect themselves from the sun and when near water (e.g. water safety awareness)
- 12.EC.8** ways they can keep themselves safe as pedestrians (e.g. hold an adult's hand) and as passengers (e.g. use of seatbelts)
- 12.EC.9** rules for safe play and appropriate behaviour at home and at school
- 12.EC.10** appropriate and inappropriate touching.

In the early childhood band of development, students have opportunities to learn to:

- 12.EC.11** prepare, taste and identify a range of healthy foods
- 12.EC.12** recognise safe and unsafe situations
- 12.EC.13** recognise injury and how to contact emergency services
- 12.EC.14** respond to situations that make them feel unsafe and identify people who can help.

Markers of progress

By the end of the early childhood band of development, students describe what people do to stay healthy. They know that physical activity, rest, sleep and healthy eating are important for their health. They know that drugs can help them recover from illness but can also be harmful. They distinguish between feeling safe and unsafe and they identify safe and unsafe situations. They describe protective strategies they can use in unsafe situations and identify people who can keep them safe and help them when they feel unsafe.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 12.LC.1** the factors that influence personal health choices (e.g. media, family, peers)
- 12.LC.2** how to distinguish between products that support their health and those that do not

Healthy food habits

- 12.LC.3** balanced eating habits and a variety of good food choices
- 12.LC.4** food for special occasions
- 12.LC.5** food handling and storage

Drugs

- 12.LC.6** why people use drugs for medical and non-medical reasons
- 12.LC.7** appropriate use, storage and labelling of medications
- 12.LC.8** the effects of tobacco and alcohol on the body
- 12.LC.9** types of legal and illegal drugs

Safety

- 12.LC.10** when and how to protect themselves from the sun
- 12.LC.11** safe practices as pedestrians (e.g. near buses), passengers and on wheels (e.g. using bicycles, skateboards and roller blades)
- 12.LC.12** how the places people live, work and play can influence their health
- 12.LC.13** emergency first aid

- 12.LC.14** local community services that help protect their health.

In the later childhood band of development, students have opportunities to learn to:

- 12.LC.15** consider how their choices influence health status now and in the future (e.g. use of tobacco)
- 12.LC.16** plan and prepare a meal based on healthy food choices
- 12.LC.17** assess options and consequences in responding to unsafe situations
- 12.LC.18** identify risk situations, people and places and ways to respond
- 12.LC.19** plan how to take responsibility for their own safety and that of others (e.g. swim only in safe places, wear seatbelts and helmets)
- 12.LC.20** formulate and practise action plans for accidents and medical emergency situations at home, at school and in the local area
- 12.LC.21** recognise warning signs and behaviours that are threatening.





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students understand the need to take responsibility for their own health and recognise different influences on their health choices. They identify products, substances and behaviours that have a positive and negative effect on their health. They identify legal and illegal drugs and describe some of the effects of tobacco and alcohol on the body. They identify ways in which they can protect themselves from harm. They describe ways they can act to increase the safety and health of those around them. They identify individuals and services in the community that help protect their health.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 12.EA.1** factors that influence health (e.g. environment, lifestyle, medical conditions, genetics)
- 12.EA.2** the influence of lifestyle behaviours on their health now and in later life
- 12.EA.3** the relationship between the physical, emotional, mental and social dimensions of health
- 12.EA.4** health information, services and products and ways to access them (e.g. family, peers, school, media, Internet, local doctor)

Healthy food habits

- 12.EA.5** the relationship between food choices, physical activity and health
- 12.EA.6** cultural and social influences on food choices

Drugs

- 12.EA.7** short and long-term effects of drug use on health
- 12.EA.8** reasons why people use and do not use drugs
- 12.EA.9** prevalence and patterns of adolescent drug use

Safety

- 12.EA.10** factors influencing risk-taking and possible consequences of risk behaviour

- 12.EA.11** strategies to minimise harm (e.g. acquiring knowledge, safe attitudes, developing personal skills, identifying support networks)
- 12.EA.12** basic procedures for first aid and emergency assistance.

In the early adolescence band of development, students have opportunities to learn to:

- 12.EA.13** investigate how contemporary health issues affect young people (e.g. obesity, drug use and road safety) and identify health information, services and products designed to address the health needs of young people
- 12.EA.14** critically interpret what is presented in the media about health (e.g. body image and nutrition)
- 12.EA.15** design and prepare family meals that reflect healthy food choices
- 12.EA.16** investigate the dietary habits of young people (e.g. in relation to recommended dietary guidelines)
- 12.EA.17** consider reasons why people choose to use or not to use drugs and factors that might influence such choices
- 12.EA.18** identify risk factors and behaviours in real-life situations and identify and assess strategies to minimise harm (e.g. on the road, at a party, in water environments, as a passenger, being offered drugs)





Early adolescence Band of development

12.EA.19 recognise unsafe situations and make judgements about when it is necessary to seek help from others.

Markers of progress

By the end of the early adolescence band of development, students understand the multi-dimensional nature of health. They identify and investigate health concerns affecting young people. They identify a range of drugs, explain their short- and long-term effects and speculate about reasons people may choose to use or not to use them. They evaluate their own health needs and know how to access health information, services and products to improve their health. They understand that lifestyle choices that impact on later health can be formed in adolescence. They predict the consequences of risk behaviours associated with safety and identify and assess strategies to minimise harm.





Later adolescence

Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 12.LA.1** the research basis for advances in health knowledge
- 12.LA.2** influences on their choices about health products and services (e.g. marketing and media)
- 12.LA.3** their rights and responsibilities as a health consumer
- 12.LA.4** access to health information, services and products

Healthy food habits

- 12.LA.5** sources of nutritional information
- 12.LA.6** the relationships among diets, dieting, exercise and energy balance
- 12.LA.7** factors that influence food choices (e.g. media, gender, socio-cultural factors, family, peers)

Drugs

- 12.LA.8** factors that influence the use of alcohol, tobacco and other drugs
- 12.LA.9** consequences of illegal drug use
- 12.LA.10** effects of drug use on relationships and the community

Safety

- 12.LA.11** responsible driver and passenger road safety behaviours
- 12.LA.12** major causal factors in road-related deaths and injuries (e.g. of young people).

In the later adolescence band of development, students have opportunities to learn to:

- 12.LA.13** assess the claims made by health services and products
- 12.LA.14** identify and critique sources of health information, products and services relating to the health of young people
- 12.LA.15** assess reasons why young people do not access health services and propose strategies to encourage them (e.g. look at differences related to age, gender, geographic location, culture)
- 12.LA.16** research influences on individuals' health choices, explain and justify their own choices and propose strategies to support young people to behave in healthy ways
- 12.LA.17** use health data to identify the relevant health issues for young people and the major causes of illness, injury and death in Australia
- 12.LA.18** assess risk and safety in a range of settings (e.g. the home, school, workplace and entertainment venues) and identify strategies to minimise risk and harm
- 12.LA.19** develop skills and attitudes that support safe road behaviour.





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students identify strategies that promote their own and others' health. They research relevant health issues for young people and influences on individuals' health choices. They identify factors that influence the use of alcohol, tobacco and other drugs and explain some of the consequences of drug use for individuals and society. They explain and justify their own health choices and propose strategies to support young people to behave in healthy ways. They evaluate sources of health information, products and services relating to young people. They assess risk and safety in a range of settings and identify strategies to minimise risk and harm.



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13

The student is physically skilled and active

Overview

This Essential Learning Achievement focuses on the important role physical activity plays in the lives of all students by providing opportunities for personal growth, enjoyment and challenge. It promotes the value of physical activity in maintaining a healthy lifestyle and in a manner that reflects awareness that everyone has the right to participate in an active lifestyle.

Being physically skilled means moving with competence and control and improvising and sequencing movements to improve performance in physical activities. This includes the mastery of the fundamental movement skills of balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge. In early childhood, the development of fine motor skills across the curriculum is also important for students to become physically skilled.

In childhood, it is important that students learn fundamental movement skills and have adequate time to practise them in order to become proficient and ensure a capacity for lifelong involvement in physical activity. As children become adolescents, they need opportunities to refine and apply these movement skills in more complex and varied contexts.

Being physically active means participating regularly in active play and in a range of games, sports and recreational activities in different environments. In order for students to become physically active, they need to be provided with opportunities for regular participation in vigorous physical activity during school time.⁶

Underpinning this Essential Learning Achievement are: understandings about the value of physical activity for health; an appreciation of the importance of monitoring physical activity levels in order to improve personal participation and performance; and an emphasis on participation and enjoyment in regular physical activity.

⁶ Under the Australian Government's *Schools Assistance Act 2004* and associated regulations, all schools are to devote a minimum of 120 minutes per week to vigorous physical activity.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the importance of maintaining a physically active lifestyle for their own health, both now and in the future
- value the enjoyment and fun derived from participation in a range of physical activities
- develop positive attitudes about fair play, encouraging others and participating safely in physical activities
- appreciate the importance of practice and regular participation in physical activity to improve performance.

Links to other Essential Learning Achievements

This Essential Learning Achievement is closely linked to—*The student takes action to promote health* and *The student manages self and relationships* through their combined contribution to student well-being. All three Essential Learning Achievements are underpinned by—*The student makes considered decisions* through an understanding of the decision-making processes needed to be able to make healthy lifestyle choices.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 13.EC.1** fundamental movement skills and the language used to describe them (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)
- 13.EC.2** cooperative and safe practices in physical activity.

In the early childhood band of development, students have opportunities to learn to:

- 13.EC.3** perform the fundamental movement skills of balance, run, vertical jump and catch
- 13.EC.4** explore movement in a variety of physical activities, individually and in groups, with and without equipment
- 13.EC.5** use fine motor skills including grasping, manipulating and hand-eye coordination
- 13.EC.6** play, create and move using different types of equipment
- 13.EC.7** develop movement sequences using various parts of the body and in response to different stimuli (e.g. patterns, rhythms).
- 13.EC.8** respond to simple instructions in play and game situations
- 13.EC.9** cooperate with others and share equipment and space.

Markers of progress

By the end of the early childhood band of development, students demonstrate the fundamental movement skills of balancing, running, jumping vertically and catching. They participate in active play and games and adapt new skills to integrate into their play. They perform movement sequences by following and repeating movements, rhythms and patterns. They participate cooperatively and share equipment and space during physical activities.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 13.LC.1** fundamental movement skills in different types of physical activity (e.g. balance, run, vertical jump, catch, hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge)
- 13.LC.2** the effects of physical activity on the body
- 13.LC.3** how their levels of skill and fitness can influence their participation in physical activity
- 13.LC.4** correct use of sports equipment
- 13.LC.5** the concept of fair play and the functions of rules in games.

In the later childhood band of development, students have opportunities to learn to:

- 13.LC.6** perform the fundamental movement skills of hop, side gallop, skip, overarm throw, leap, kick, two-hand strike and dodge
- 13.LC.7** apply and transfer fundamental movement skills in minor and modified games situations
- 13.LC.8** practise the application of fundamental movement skills to create movement sequences in a range of physical activities (e.g. aquatics, minor and modified games, dance, gymnastics, track and field)

- 13.LC.9** identify personal needs and preferences for physical activity.

Markers of progress

By the end of the later childhood band of development, students participate regularly in a wide range of physical activities. They show competency in all the fundamental movement skills and apply them in different activities and games. They create basic movement sequences and perform them with consistency and control. They use equipment and space safely. They understand fair play and follow the rules in games. They describe the importance of maintaining a physically active lifestyle.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 13.EA.1** the relationship between physical activity, fitness and health
- 13.EA.2** the relationship between nutrition and physical activity (i.e. energy intake and energy expenditure)
- 13.EA.3** ways to improve physical skill proficiency (e.g. technique, control, anticipation, timing)
- 13.EA.4** planning for regular physical activity as part of daily life
- 13.EA.5** the variety of roles that contribute to successful participation in physical activity (e.g. player, captain, coach, referee, scorer, administrator)
- 13.EA.6** the range of physical activities available to them in their local community.

In the early adolescence band of development, students have opportunities to learn to:

- 13.EA.7** practise, refine, combine and apply fundamental and specialised movement skills in familiar and new activities and games
- 13.EA.8** demonstrate movement skill proficiency in different physical activities (e.g. aquatics, games and sports, dance, gymnastics, track and field, outdoor recreation)
- 13.EA.9** devise and implement strategies for playing games

13.EA.10 monitor their participation in physical activity

13.EA.11 set personal physical skill and activity goals, develop a program to meet those goals and evaluate its success.

Markers of progress

By the end of the early adolescence band of development, students show competency in a range of movement and sport-specific skills. They apply, refine and combine movement skills in different physical activities. They devise and implement strategies in games, using and adapting a range of movement skills. They understand the relationships between physical activity, fitness and health. They set personal goals, regularly engage in moderate to vigorous physical activity and evaluate their own levels of skill and activity.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 13.LA.1** influences on skill development and performance (e.g. feedback, practice, safety, skill transfer)
- 13.LA.2** the role of fitness training in improving physical performance, including health-related components (e.g. cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition) and skill-related components (e.g. power, agility, coordination, balance, reaction time, speed)
- 13.LA.3** the role that physical activity plays in energy balance and weight control
- 13.LA.4** personal, environmental and socio-cultural factors that influence participation in physical activity
- 13.LA.5** appropriate sporting behaviour
- 13.LA.6** physical activities available to them in the local community (e.g. traditional sports through to a range of recreational activities).

In the later adolescence band of development, students have opportunities to learn to:

- 13.LA.7** plan, implement and evaluate their own physical activity programs

- 13.LA.8** choose from a variety of individual, group or team activities and demonstrate competence in the specialised movement skills for those activities
- 13.LA.9** demonstrate movement skills in increasingly complex and challenging physical activities
- 13.LA.10** adapt and improvise their movement to respond to different situations (e.g. rule changes, time and space restrictions, equipment)
- 13.LA.11** participate and develop skills in a range of physical activity settings (e.g. indoor, outdoor, recreation, aquatic, team games)
- 13.LA.12** assume different roles that contribute to successful participation in physical activity (e.g. player, coach, trainer, referee).

Markers of progress

By the end of the later adolescence band of development, students competently perform complex movement skills and sequences and plan and implement ways of improving their physical performance. They transfer movement skills and concepts to different physical activities and settings and display appropriate sporting behaviour. They understand the effects of physical activity on health and are able to determine their own requirements for a physically active lifestyle. They regularly engage in moderate to vigorous physical activity.



14

The student manages self and relationships

Overview

This Essential Learning Achievement is about understanding and valuing one's personal identity and development and the need for positive relationships. Students who understand and value themselves as individuals feel connected to places and, as members of groups, have the capacity to form and cope with changes in relationships, exercise control over their own lives and show resilience through life's challenges.

Underpinning this Essential Learning Achievement is the opportunity for students to practise and develop skills that enhance resilience—in particular, communication, negotiation, conflict resolution, problem-solving and seeking help.

One aspect of this Essential Learning Achievement involves examining the physical, social and emotional factors that contribute to the development of personal identity as we grow and develop. This involves exploring our need for love and intimacy, how we feel about our bodies and ourselves, how we see ourselves as female or male and how we relate to others sexually.

A second aspect of this Essential Learning Achievement involves examining concepts such as roles, rights, responsibilities and power in relationships and qualities of caring and respectful relationships. Students who feel connected with one significant other and/or with their friends, parents, the school and community groups demonstrate fewer risk behaviours and a more positive sense of self. This Essential Learning Achievement supports students to develop, maintain and enjoy positive and respectful relationships at play, school, work and home.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a positive sense of self and optimism for the future
- appreciate their own unique personal identity and abilities
- appreciate the importance of connections to individuals, groups or places
- value positive relationships with family, friends and others.

Links to other Essential Learning Achievements

This Essential Learning Achievement is linked to—*The student takes action to promote health*, as a positive sense of self is fundamental to an individual’s health and well-being. In particular, an individual’s personal identity, including sexual identity, and the ability to establish and maintain positive relationships contribute significantly to an individual’s mental health.

This Essential Learning Achievement is also linked to—*The student acts with integrity and regard for others*, as developing positive, respectful relationships is closely associated with an individual’s integrity and regard for others.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Personal identity

- 14.EC.1** similarities and differences between themselves and others (e.g. experiences, appearance, abilities, needs, wants, feelings)
- 14.EC.2** major body parts and their functions

Human sexuality

- 14.EC.3** physical changes to their bodies since birth

Relationships

- 14.EC.4** ways of encouraging and caring for others
- 14.EC.5** making and keeping friends
- 14.EC.6** different types of families and the range of family roles and activities.

In the early childhood band of development, students have opportunities to learn to:

- 14.EC.7** identify and describe their personal abilities and strengths
- 14.EC.8** describe the characteristics that make them similar to others and unique
- 14.EC.9** compare similarities and differences between people as they grow and develop

- 14.EC.10** describe their families and other groups to which they belong

- 14.EC.11** identify the feelings of others and practise the skills involved in making and maintaining friends

- 14.EC.12** identify those people and things that are special to them and explain why they are important.

Markers of progress

By the end of the early childhood band of development, students describe similarities and differences between themselves and others. They understand that people develop in unique ways, while still having the same basic needs. They are starting to establish a positive self-concept by identifying their personal strengths and abilities and understanding how their bodies are growing and developing. They identify people who are important to them and the ways in which they care for them. They show consideration for the needs and feelings of others in the class.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Personal identity

- 14.LC.1** factors that influence their self-esteem
- 14.LC.2** how expectations of girls and boys, and men and women, can influence their choices, options and personal identity
- 14.LC.3** some differences in growth and development between individuals

Human sexuality

- 14.LC.4** the physical changes related to puberty
- 14.LC.5** how physical growth follows a predictable sequence of changes, while the rate of change varies among individuals

Relationships

- 14.LC.6** why different people are important to them
- 14.LC.7** the characteristics of effective communication (e.g. active listening) and factors that influence communication (e.g. feelings, peer pressure)
- 14.LC.8** roles and responsibilities of members within different relationships (e.g. peer group, different types of families)
- 14.LC.9** how relationships can change (e.g. changing friends, divorce in families)
- 14.LC.10** how friendship and trust are developed in relationships.

In the later childhood band of development, students have opportunities to learn to:

- 14.LC.11** identify different influences on personal identity (e.g. media, peers, cultural beliefs, family, school)
- 14.LC.12** identify feelings associated with life changes (e.g. family change, loss) and strategies for coping with those feelings
- 14.LC.13** assess the effects of actions that enhance (e.g. active listening, showing care) or diminish (e.g. judging people negatively, bullying, violence) relationships
- 14.LC.14** express their needs and feelings in appropriate ways
- 14.LC.15** make friends and relate to different people.

Markers of progress

By the end of the later childhood band of development, students recognise a range of influences on personal identity. They identify body changes related to puberty. They identify the characteristics of effective communication and demonstrate skills that enhance relationships. They understand how positive relationships are important for their well-being. They identify the roles and responsibilities of members of different groups. They demonstrate skills for establishing and maintaining positive relationships. They identify actions they can take when they feel upset or bullied.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Personal identity

- 14.EA.1** factors that influence a sense of self during early adolescence (e.g. impact of body image, views of what it means to be male or female, personal abilities and talents)
- 14.EA.2** strategies for building resilience and seeking help
- 14.EA.3** strategies for dealing with loss and grief
- 14.EA.4** different forms of connectedness (e.g. with a place, personal, cultural, spiritual)

Human sexuality

- 14.EA.5** the physical, emotional and social changes related to puberty and the relationship between physical and emotional maturity
- 14.EA.6** managing the changes associated with puberty, including their sexual feelings and sexual health
- 14.EA.7** how personal and community practices, cultures and traditions reflect different beliefs or values about expressions of sexuality

Relationships

- 14.EA.8** different types of relationships (e.g. family, friends, partner, work) and the rights and responsibilities of individuals in those relationships
- 14.EA.9** the qualities of positive and respectful relationships
- 14.EA.10** the dynamic nature of relationships
- 14.EA.11** forms of abuse, bullying and harassment and their impact on relationships.

In the early adolescence band of development, students have opportunities to learn to:

- 14.EA.12** analyse the ways people define their own and others' identities (e.g. by their clothes, behaviours, interests, connections with others or places)
- 14.EA.13** critically reflect on factors that influence their perceptions of their own capacity and potential
- 14.EA.14** recognise current challenges, predict future challenges and identify strategies for responding to those challenges
- 14.EA.15** recognise sexual feelings and evaluate standards of sexual behaviour considered appropriate by themselves, peers, family and the community
- 14.EA.16** identify strategies and behaviours for negotiating positive and respectful relationships in a range of settings





Early adolescence Band of development

- 14.EA.17** identify strategies to address the abuse of power in relationships and ways they could help themselves and others in this situation
- 14.EA.18** recognise forms of bullying and harassment (including sexual harassment and homophobic bullying) and identify strategies for seeking help and support.

Markers of progress

By the end of the early adolescence band of development, students assess the factors that contribute to the development of personal identity. They identify challenges and opportunities they may experience at this stage of their lives and demonstrate a realistic sense of their ability to respond to them. They understand that puberty is a time of change and they develop strategies to deal with sexual feelings and health. They identify strategies to build resilience and seek help that assist them to feel connected and supported. They identify qualities within themselves and others that contribute to positive and respectful relationships and describe strategies for building, maintaining and closing relationships.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Personal identity

- 14.LA.1** how a sense of self can impact on health and vice versa
- 14.LA.2** strategies for positive thinking and effective stress and anger management
- 14.LA.3** characteristics of resilience and skills that enhance resilience (e.g. problem-solving, planning, focus on positive thoughts and personal strengths)
- 14.LA.4** social and cultural factors that influence personal identity
- 14.LA.5** the relationship between a sense of self and the physical, emotional and social changes that occur at later adolescence

Human sexuality

- 14.LA.6** appropriate ways of expressing sexual feelings, sexual choices and their consequences (e.g. safe sex practices)
- 14.LA.7** rights and responsibilities in sexual relationships
- 14.LA.8** the concept of sexual preferences

Relationships

- 14.LA.9** factors that contribute to caring, inclusive and fulfilling relationships
- 14.LA.10** the impacts of abuse, harassment and bullying on individuals and relationships

- 14.LA.11** qualities valued in a friend or partner.

In the later adolescence band of development, students have opportunities to learn to:

- 14.LA.12** identify how thoughts can affect feelings and behaviours, and practise strategies to manage unhelpful ways of thinking (e.g. positive self-talk)
- 14.LA.13** reflect on previous and future life challenges and identify opportunities for growth
- 14.LA.14** balance commitments and plan for life's transitions (e.g. work, unemployment, significant relationships)
- 14.LA.15** recognise the characteristics of resilience and monitor their own resilience in life's situations and transitions
- 14.LA.16** identify gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to redress inequities and achieve personal goals
- 14.LA.17** analyse how sexuality and sexual attitudes and behaviours are influenced by gender
- 14.LA.18** evaluate power, conflict and cooperation in different settings (e.g. friendship groups, family, school and work contexts)
- 14.LA.19** recognise and challenge inequities and the abuse of power in relationships.





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students describe the interdependence of personal identify, health and well-being. They identify strategies they can use to support themselves in different situations and describe the ways they can provide support to others. They understand appropriate ways of expressing sexual feelings, and rights and responsibilities in sexual relationships. They identify challenges they may experience at this stage of their lives and describe their capacity to reflect on and respond positively to those challenges. They identify factors that contribute to positive, inclusive and respectful relationships and evaluate their own behaviour in relationships with respect to those factors.



15

The student communicates with intercultural understanding

Overview

This Essential Learning Achievement is about developing students' capacities to communicate effectively with people from different cultural and linguistic backgrounds. Communicating effectively in a multicultural environment, such as Australia's or in another cultural context, calls for intercultural understanding.

Intercultural understanding involves sensitivity to cultural differences. A person with intercultural understanding values cultural diversity and understands that both histories and languages shape cultures. Communication between people from different cultures is enhanced when they understand how culture impacts on people's identity and ways of thinking, speaking and interacting. Students develop and use intercultural understanding to adapt their own thinking and behaviours in order to create the conditions in which mutual respect and successful communication can occur.

Culture and language are interdependent, and each is a window into the other. Studying other cultures and their languages enhances intercultural understanding.

This Essential Learning Achievement has three focus areas.

The first is about understanding how individual and group identity is shaped by culture and that this happens in all cultures. It also involves making the transition from seeing one's own cultural values as the only possible ones, to understanding that all thinking and behaviours exist within a cultural framework.

The second is about developing the mental preparation needed for meaningful intercultural communication. Such mental preparation involves both knowledge about the culture and the disposition to engage with it. As students engage with other cultures, they are more likely to develop an empathetic willingness to step outside their own cultural frame into another's. They also gain understandings of how specific cultural practices, such as forms of address and use of non-verbal cues, influence communication.

The third focus is on understanding intercultural communication itself, in which at least some participants are operating in their second or subsequent language. Students learn about language and language variants and how speakers using a second or third language are influenced in some ways by their first language.

Learning about comparative language features of Australian English, other dialects of English and other languages helps to develop such understandings.

In implementing this Essential Learning Achievement in their curriculum, individual schools make decisions about languages offered and when and how they are taught.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop and demonstrate respect for different cultures, beliefs and value systems
- value cultural and linguistic diversity in society
- enjoy learning about and understanding other cultures and languages
- appreciate the ability of people to communicate in more than one language or language variant.

Links to other Essential Learning Achievements

This Essential Learning Achievement links to the Essential Learning Achievement—*The student acts with integrity and regard for others* in relation to the development of empathy and cultural sensitivity, and to—*The student contributes to group effectiveness* in which communication plays a central part.

It links to—*The student listens and speaks with purpose and effect*, *The student reads effectively* and *The student writes effectively* as these are the 'macro-skills' of communication.

It also connects with a number of other Essential Learning Achievements, in particular—*The student understands about Australia and Australians*, *The student understands and values what it means to be a citizen within a democracy*, *The student understands world issues and events* and *The student manages self and relationships* through understandings about culture, identity and society.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 15.EC.1** similarities and differences in the ways individuals and families live according to their cultural backgrounds (e.g. family composition and size, the roles of family members, rural or urban lifestyle)
- 15.EC.2** the cultural background of people they know in their local community
- 15.EC.3** languages that are used in the community
- 15.EC.4** features of other cultures (e.g. dress, food, dance, songs)
- 15.EC.5** events that celebrate different cultures in their school and community.

In the early childhood band of development, students have opportunities to learn to:

- 15.EC.6** describe cultural practices and traditions in their own family and compare them with those of their peers (e.g. in the way people speak to one another, in what they eat, how they dress and how they celebrate special occasions, in their family relationships, social customs and traditions)
- 15.EC.7** identify aspects of cultural diversity within the community
- 15.EC.8** listen and speak respectfully, recognising that others may speak and interact differently to them

- 15.EC.9.** use greetings and common phrases in simple interactions in different languages (e.g. in languages spoken by class members or their families, languages taught in the school).

Markers of progress

By the end of the early childhood band of development, students understand that linguistic and cultural backgrounds influence how people live, dress, eat, speak and celebrate events in their lives and their communities. They begin to distinguish similarities and differences in the ways individuals and families live according to their cultural backgrounds. They recognise that cultural backgrounds shape people's behaviours in different ways. They recognise that more than one language exists and that many people in their community communicate in languages other than English.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 15.LC.1** diverse cultural practices and lifestyles and how they compare with their own (e.g. language, religion, food, dress, celebrations, rituals, traditions, family relationships, work, leisure, education) through a range of experiences and media (e.g. stories, documentaries, visual art, songs, dance, music, games, drama performances, language study)
- 15.LC.2** forms of non-verbal communication in their own and other cultures (e.g. gestures and facial expressions) and how these convey meaning
- 15.LC.3** how and why people celebrate cultural events in different ways according to their religion, culture, race or location (e.g. new year, religious festivals).

In the later childhood band of development, students have opportunities to learn to:

- 15.LC.4** identify and describe aspects of cultural diversity within the community
- 15.LC.5** understand the concept of cultural stereotypes and recognise that not all members of a culture are the same
- 15.LC.6** locate points of similarity as a first step to entering into another's frame of reference

- 15.LC.7** identify factors that have shaped other cultures and make simple cause and effect statements (e.g. usually about environmental factors)
- 15.LC.8** recognise some words in English that have been adopted from other languages
- 15.LC.9** recognise and use words and phrases in different languages for familiar people and things relating to their interests and experiences (e.g. family members, animals, days of the week, months of the year, colours, common objects)
- 15.LC.10** interact respectfully with people from different backgrounds.

Markers of progress

By the end of the later childhood band of development, students compare diverse cultural practices with their own. They identify cultural stereotypes and understand that not all members of a culture are the same. They recognise some words in English that have been adopted from other languages and words and phrases for familiar things in another language. They recognise that they may need to adjust their ways of communicating when they are interacting with somebody whose first language is not English.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 15.EA.1** how aspects of their own lifestyle and behaviour are culturally determined (e.g. daily routines, leisure activities, food, eating times, dress codes, community structures)
- 15.EA.2** Indigenous and other cultures represented in Australia through their arts and literature (e.g. visual art, dance, music, novels, plays, films, news reports, documentaries)
- 15.EA.3** empathy as a way of developing explanations and gaining insights into other people and their cultures (e.g. why people think, behave, live and interact differently)
- 15.EA.4** the dynamic nature of language (e.g. new words and terms, words adopted from other languages)
- 15.EA.5** how a person's first language influences their pronunciation in another language
- 15.EA.6** features of multicultural societies (e.g. variety of cuisine, art, clothing, religion, games and social activities), benefits of multilingualism and reasons for intercultural tensions.
- 15.EA.7** compare different lifestyles (e.g. reflect on the way food plays a part in cultural expression, explain the way different cultures place value on the number and gender of children in a family)
- 15.EA.8** analyse cultural references in texts and challenge stereotypes and assumptions about cultural identities, values and practices
- 15.EA.9** recognise how words from other languages are used to convey and enrich particular meanings (e.g. Latin terms in science, Greek terms in civics, French and Asian culinary terms)
- 15.EA.10** identify commonalities with their own cultural frame of reference to enable them to enter into another's (e.g. personal interests, musical tastes, sport and leisure)
- 15.EA.11** recognise and respond respectfully to particular cultural practices in interactions and persevere with establishing communication (e.g. eye contact, personal space, verbal and non-verbal cues, differences in customs, symbols and language, polite forms of address)

In the early adolescence band of development, students have opportunities to learn to:





Early adolescence Band of development

- 15.EA.12** adjust their communication style (e.g. speed, complexity of language) and use language appropriately when interacting with people from different backgrounds
- 15.EA.13** communicate with cultural sensitivity in online environments.

Markers of progress

By the end of the early adolescence band of development, students recognise cultural diversity in their personal lives and within the local and global community. They understand that identity is shaped by culture and that people from other cultures may have views, perspectives and practices different from their own. They appreciate, from a variety of perspectives, the complexity and diversity of cultures and the different beliefs that underpin them. They understand that intercultural understanding is about knowing how to interact with the cultural practices of others. They adjust their language and interact in a sensitive way with people from diverse cultural backgrounds.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 15.LA.1** the concept of culture and the historical origins and dynamic nature of cultural practices and language
- 15.LA.2** the relationship between culture and identity (e.g. personal, family, religious, ethnic, sub-culture, global identity) and how socialisation into a culture occurs
- 15.LA.3** the concept that English is only one of a number of languages widely used around the world (e.g. in telecommunications, Internet, international forums)
- 15.LA.4** processes for enhancing understanding of other cultures (e.g. by study of the culture and language, interacting with members of the culture, visiting the country, reading literature and viewing films produced by and about the culture)
- 15.LA.5** conventions of communication and interaction in their own and other cultures, reasons for misunderstandings and barriers to communication
- 15.LA.6** empathy with and respect for difference as not necessarily meaning sympathy for or agreement with different cultural positions and behaviours.

In the later adolescence band of development, students have opportunities to learn to:

- 15.LA.7** question and evaluate cultural assumptions held by others (e.g. critically reflect on and evaluate their views of others)
- 15.LA.8** interact in a range of intercultural exchanges, using a variety of verbal and non-verbal strategies to maintain communication and adapt speech to suit a range of participants
- 15.LA.9** recognise when they are using idiomatic expressions (e.g. associated with humour) that may inhibit communication
- 15.LA.10** contribute to successful communication in intercultural interactions (e.g. by being open-minded, looking for similarities as well as differences)
- 15.LA.11** temporarily set aside their own cultural frames of reference, including feelings, ideas and opinions, and use empathy to understand the perspectives of others.





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students have an understanding of culture and how it shapes identity. They understand conventions of communication and interaction in their own and other cultures, reasons for misunderstandings and barriers to communication. They are able to consciously set aside their own cultural frame of reference in order to understand the perspectives of others. They modify their behaviour when engaging with people from other cultures and understand their responsibility for communicating successfully in these interactions.



16

The student understands and applies number

Overview

This Essential Learning Achievement focuses on developing students' conceptual understandings of number and the competence and disposition to apply them to learning in all areas of the curriculum, to further education and work and to everyday, community and civic life.

Understanding number involves understanding: the meaning and relative size of numbers; counting and ordering; ways of representing numbers; relationships among numbers; and number systems. It also involves understanding the meanings of operations with numbers—addition, subtraction, multiplication and division—and the relationships between and among these operations.

Applying number involves using reasoning processes to make sense of numerical information and to interpret and solve problems. It requires flexible problem-solving strategies, including choosing and using number forms, facts and operations, and the level of accuracy needed in a given context to calculate efficiently. Appropriate language is needed to describe, explain, compare and predict and to communicate strategies and solutions.

Calculating efficiently is an important aspect of applying number. Mental computation is the most common and useful form of calculation and is essential for developing good number sense. When written or electronic methods are used to calculate exact answers, mental computation with rounded numbers to give sensible estimates is also necessary to assess the reasonableness of these answers.

Using electronic calculators is an essential aspect of understanding and applying number. In all bands of development, the sensible and effective use of calculators can develop students' understanding of the meaning of numbers and operations and enable them to calculate efficiently when solving problems with real data.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a positive attitude towards making sense of numbers and exploring their applications in mathematical and everyday situations
- develop confidence, perseverance, creativity and flexibility in solving problems with numbers
- develop an attitude of openness to new ideas and possibilities, and to alternative explanations and solutions

- value collaboration with others in sharing, exploring, questioning and explaining ideas and approaches.

Links to other Essential Learning Achievements

Understanding and applying number is relevant to learning, not only in mathematics but also in all areas of the curriculum when interpreting and using numerical information is required.

This Essential Learning Achievement has a direct connection with the two others associated with learning in mathematics—*The student chooses and uses measures* and *The student recognises and represents patterns and relationships*.

It also has links to many other Essential Learning Achievements through the wide application of number, in particular—*The student understands and applies the inquiry process*, *The student critically interprets and creates texts*, *The student understands and applies scientific knowledge*, *The student makes informed choices about money and finance* and *The student designs, makes and appraises using technology*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 16.EC.1** the concepts of counting and ordering whole numbers
- 16.EC.2** whole numbers to at least three digits
- 16.EC.3** the fractions of a half and a quarter
- 16.EC.4** operations of addition and subtraction with two-digit numbers and strategies for solving addition and subtraction problems, including counting, using concrete materials, and breaking apart and combining numbers
- 16.EC.5** simple situations involving multiplication and division and suitable strategies to work them out, including grouping, arrays, skip counting, repeated addition and subtraction and sharing with concrete materials
- 16.EC.6** the language of numbers to do with counting, naming and ordering.

In the early childhood band of development, students have opportunities to learn to:

- 16.EC.7** create, interpret and solve practical problems involving whole numbers
- 16.EC.8** say, read, write, count and order whole numbers to at least 1000

- 16.EC.9** make whole numbers larger or smaller by adding or subtracting one, 10 or 100
- 16.EC.10** count collections fluently by ones, twos, fives and tens
- 16.EC.11** recognise representations of halves and quarters (e.g. by halving objects and collections and quartering by repeated halving) and mixed numbers involving these fractions
- 16.EC.12** create problems based around addition or subtraction and use concrete materials, sketches and diagrams to model and solve them
- 16.EC.13** recall addition and subtraction facts to 20 or use efficient strategies to work them out
- 16.EC.14** calculate mentally using tens and ones appropriately
- 16.EC.15** explore numbers and calculations using calculators
- 16.EC.16** talk about their observations and ideas about situations involving number in their own words.





Early childhood Band of development

Markers of progress

By the end of the early childhood band of development, students count up to 30 items, understanding that the last number in the count tells them the quantity. They say, read, write, count and order whole numbers to at least 1000. They continue the count in either direction from any number to at least 100. They understand what addition and subtraction mean. They break apart and combine one- and two-digit numbers and use this to solve addition and subtraction problems, explaining their solutions in their own words. They put things in groups and use skip counting and repeated additions to represent multiplication. They halve objects and collections of objects.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 16.LC.1** whole numbers to at least thousands and decimal fractions to at least hundredths
- 16.LC.2** the concept of place value for comparing and ordering numbers (e.g. place numbers on number lines) and how place value changes as numbers (including decimal fractions) are multiplied and divided by 10 and 100
- 16.LC.3** simple common fractions and mixed numbers involving denominators to tenths
- 16.LC.4** operations of addition and subtraction using whole numbers to thousands and decimal fractions to hundredths in familiar contexts, and multiplication and division of whole numbers by whole numbers to 10
- 16.LC.5** factors of whole numbers and prime numbers
- 16.LC.6** inverse operations
- 16.LC.7** mathematical situations and problems that involve any one of the four arithmetic operations—addition, subtraction, multiplication or division
- 16.LC.8** computation using mental, written and electronic methods, and forming estimates to check the reasonableness of answers

16.LC.9 appropriate language for talking about whole numbers, decimals, fractions and operations carried out with them

16.LC.10 the history of whole numbers, counting and symbol systems in one or more cultures.

In the later childhood band of development, students have opportunities to learn to:

- 16.LC.11** represent and explore whole numbers, using concrete materials and calculators (e.g. list all their factors and identify prime numbers; create, interpret and solve practical problems)
- 16.LC.12** recognise and represent whole numbers and decimal fractions, and use them in familiar contexts (e.g. when measuring)
- 16.LC.13** represent, describe and solve practical problems involving common fractions and mixed numbers using collections of objects, lines and areas of shapes
- 16.LC.14** estimate the position of common fractions on a number line using 0, $\frac{1}{2}$ and 1 as reference points
- 16.LC.15** compare and order common fractions, recognise when they are equivalent and mentally calculate using fractions with the same or easily related denominators, using a variety of concrete models





Later childhood Band of development

- 16.LC.16** recall addition and subtraction facts, recall or use suitable strategies to work out multiplication and related division facts and apply facts to calculate mentally with larger numbers
- 16.LC.17** use calculators to explore, develop and refine strategies for multiplication and division and for calculations using numbers beyond their mental scope
- 16.LC.18** explain the calculation approaches they use, compare them with other approaches and check the reasonableness of their answers
- 16.LC.19** apply number properties to modify calculations so that they can more easily be carried out (e.g. doubling, halving and bridging to the nearest decade number) and use inverse operations to solve relevant problems
- 16.LC.20** choose when to use mental computation, written or electronic methods to calculate with numbers and form quick mental estimates to check calculations.

Markers of progress

By the end of the later childhood band of development, students say, read, write, count and order whole numbers to at least 10 000, combining and partitioning whole numbers to at least 1000. They use the concept of place value when representing numbers, calculating and problem-solving. They understand what multiplication and division mean. They decide when to add, multiply, subtract or divide when solving meaningful problems. They use mental strategies, including doubling, halving and bridging to the nearest decade number, to calculate and solve problems involving addition, subtraction and multiplication and explain how they solved these problems. They use a calculator effectively to solve problems with numbers beyond their mental scope. They represent common fractions of objects and collections of objects, including half, quarter and eighth, third and sixth, and tenth. They represent and compare decimals to two decimal places.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 16.EA.1** the base 10 number system and its number properties
- 16.EA.2** positive and negative numbers to at least seven digits and decimal fractions to at least three decimal places
- 16.EA.3** addition, subtraction and multiplication, including small whole number powers and division using one- and two-digit whole number divisors
- 16.EA.4** common fractions and families of equivalent fractions, including those expressed in simplest form and as decimals and percentages
- 16.EA.5** addition and subtraction of fractions where a common denominator is readily identifiable, and multiplication and simple division of fractions
- 16.EA.6** problems that involve simple percentages, proportions, ratios and rates in practical situations, including money, time and other measurements
- 16.EA.7** relationships between whole numbers, decimal fractions, percentages and common fractions
- 16.EA.8** magnitude of numbers based on powers of 10
- 16.EA.9** equivalences between linear expressions to solve linear equations (e.g. 'backtracking')
- 16.EA.10** the contributions of different cultures to the development of number systems and mathematical knowledge throughout history.

In the early adolescence band of development, students have opportunities to learn to:

- 16.EA.11** compare and order sets of positive and negative numbers and decimal fractions
- 16.EA.12** represent and order common fractions and identify families of equivalent fractions, including simple forms, decimals and percentages
- 16.EA.13** explore general number properties and apply these to computation
- 16.EA.14** apply their understanding of the meaning and order of operations when carrying out more complicated calculations
- 16.EA.15** use mental, written and electronic methods to carry out computations involving addition and subtraction of fractions where a common denominator is readily identifiable, and multiplication and simple division of fractions
- 16.EA.16** interpret and solve practical problems, using an appropriate sequence of operations and suitable methods when dealing with integers, decimals, simple percentages, proportions, ratios and rates, including money, time and other measurements





Early adolescence Band of development

- 16.EA.17** choose and use a range of strategies to solve problems, including sensible choices about mental, written and electronic methods for calculation
- 16.EA.18** make estimates for calculations using their knowledge of number systems and relationships, mental calculation, rounding and magnitude based on powers of 10.

Markers of progress

By the end of the early adolescence band of development, students read, write, say, order, compare and partition whole numbers to at least seven digits and decimals to at least three decimal places. They decide when to add, multiply, subtract and divide when solving meaningful problems involving more than one operation and choose appropriate mental strategies when doing calculations. They explain their choice of approach and how they solved the problem. They use a calculator or their own or conventional written methods to solve problems where the calculations are beyond their mental scope. They estimate the result of these calculations using approximations and judge the reasonableness of their results. They add and subtract common fractions with the same denominators and multiply and divide using benchmark fractions in meaningful contexts. They understand the connections between benchmark fractions, decimals and percentages.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 16.LA.1** the real number system, including integers, rational and irrational numbers
- 16.LA.2** different representations of numbers, including prime factors and scientific notation for very large or very small numbers
- 16.LA.3** irrational numbers arising in space and measurement problems
- 16.LA.4** simple powers and square roots
- 16.LA.5** the dynamic nature of mathematical knowledge developed across cultures, throughout history and continuing today.

In the later adolescence band of development, students have opportunities to learn to:

- 16.LA.6** formulate and solve problems involving fractions, decimals, ratio, proportion, percentage and rate, using understandings of rational numbers in different forms
- 16.LA.7** recognise and use the most suitable equivalent form when comparing and ordering rational numbers
- 16.LA.8** locate integers, rational numbers and decimal approximations to some irrational numbers on the real number line

- 16.LA.9** apply a range of number facts, properties and strategies to carry out computations involving integers and rational numbers for the four arithmetic operations
- 16.LA.10** apply the relevant operations, with attention to the meaning and order of the operations involved, in practical and theoretical situations
- 16.LA.11** interpret irrational numbers arising in space and measurement contexts geometrically and calculate with these numbers using decimal approximations
- 16.LA.12** use a range of strategies to form estimates for computations involving rational and some irrational numbers, and form upper and lower bounds for estimates
- 16.LA.13** interpret calculator displays sensibly within the context of the calculation (e.g. rounding to an appropriate number of decimal places).





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students read, write, say, order and compare integers, decimals, fractions and percentages. They use appropriate representations of number when calculating and solving problems. They move flexibly between equivalent number forms, and approximate decimal displays to a simple fraction and irrational forms to a decimal. They decide whether to add, multiply, subtract or divide and use combinations of these operations with rational numbers when solving meaningful problems. They decide on the level of accuracy required and choose and effectively use mental, written and electronic methods for calculation. They evaluate their approaches, methods and results when solving problems with increasing mathematical justification.



17

The student chooses and uses measures

Overview

This Essential Learning Achievement focuses on measurement in the commonly accepted sense of comparing things with specific attributes and in the statistical sense of calculating chance and analysing data.

There are at least five sets of understandings in choosing and using measures: identification of the attribute to be measured; selection and use of measurement strategies, instruments and units; estimation; conservation; and the language of measurement.

Measurement of things involves attributes of length, area, volume, capacity, mass, time, temperature, angle and rate. The attribute to be measured needs to be clearly identified and understood as a basis for selecting and using the best strategy, instrument and unit of measure for the measurement purpose and context. Things can be measured by direct comparison, by using repeated informal or formal units or by using known relationships with other attributes (expressed as algebraic formulas) where this is more efficient or practical.

Measurement of chance involves collecting and analysing data on the frequency of events to make and test predictions about their likelihood. Analysis of data involves applying statistical concepts and methods to measure variation, trends and error in order to test hypotheses, evaluate reliability, make generalisations and draw reasonable conclusions.

All measurements are approximations, with the context for measurement influencing the level of precision required. Strategies to improve precision include choosing the best unit of measure, using the right instrument or statistics and correctly interpreting measurement scales and readings.

Estimation is an essential part of measurement. It involves understanding the attribute being measured and developing a sense of the size and structure of the units involved. Estimation provides a basis for judging the reasonableness of measurement readings and calculations.

Conservation is a key concept in measuring things. It involves understanding that a quantity stays the same even if rearranged or measured using different units. Understanding the concept of conservation underpins the ability to convert units of measurement, such as metres to millimetres.

There is a particular language for communicating about measures, measuring, measurement relationships, chance and data. Understanding and using this

language is necessary in order to be able to explain and justify measurement decisions and to record and evaluate results.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a positive attitude towards measurement and exploring its applications in mathematical and everyday situations
- develop confidence, perseverance, creativity and flexibility in solving problems using measurement
- take responsibility for measuring accurately when the situation requires it (e.g. safety)
- appreciate the need to avoid bias, false inferences or dishonest claims in the use of data.

Links to other Essential Learning Achievements

This Essential Learning Achievement is closely linked to—*The student understands and applies number* and *The student recognises and represents patterns and relationships* through mathematical understandings. It also links to—*The student understands and applies scientific knowledge* and *The student designs, makes and appraises using technology* through applications of measurement in science and technology.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 17.EC.1** measurement attributes of length, area, mass, capacity and volume
- 17.EC.2** direct comparison and measurement of shapes and objects in relation to these attributes using informal units
- 17.EC.3** questions or problems that can best be answered by measuring or collecting data, and suitable ways to do this.

In the early childhood band of development, students have opportunities to learn to:

- 17.EC.4** identify, distinguish and name the attributes of shapes and objects with respect to length, area, mass, capacity and volume
- 17.EC.5** directly compare shapes and objects through physical manipulation, estimation and measurement using informal units, and use various strategies to judge whether a measure is 'less than', 'about the same as' or 'more than' a given unit
- 17.EC.6** use whole units in a consistent way and know that sometimes a part unit is left over (e.g. measure length using a common baseline and no gaps or overlaps between units; measure capacity through packing or pouring activities using equal units such as same-size blocks or full cups)

17.EC.7 sequence significant daily events and recognise key times on an analogue or digital clock

17.EC.8 use concrete materials and measuring equipment (e.g. balance scales) to explore and represent equivalence

17.EC.9 use appropriate language when comparing and ordering objects in relation to the same attribute (e.g. 'the same', 'more than', 'less than', 'longer', 'shorter', 'wider', 'narrower', 'larger', 'smaller', 'heavier', 'lighter', 'holds more', 'holds less', 'before', 'after')

17.EC.10 collect, display and interpret data about themselves and their lives in meaningful contexts and make simple statements about the data collected.

Markers of progress

By the end of the early childhood band of development, students identify the attributes of length, area, mass, capacity and volume. They select and use informal units to estimate, measure, compare and order quantities using the same attribute, and describe their results using measurement language appropriate to the attribute. They measure length and area using suitable informal units and use repeated units with no gaps or overlaps. They measure capacity with attention to complete units. They order time by sequencing significant daily events. They collect, display and interpret data about themselves and their lives in meaningful contexts.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 17.LC.1** measurement attributes of length, area, mass, capacity, volume, angle and time
- 17.LC.2** informal and standard units of measurement of these attributes, including metre, centimetre, millimetre, square metre, square centimetre, kilogram, gram, litre, millilitre, degrees, hours and minutes
- 17.LC.3** the concept of conservation, including different ways of recording the same measurement (e.g. in metres, centimetres or millimetres)
- 17.LC.4** the concept of measurements as approximations, with the measurement context influencing levels of precision required and ways of refining measurements (e.g. by changing units or instruments)
- 17.LC.5** measurement units and instruments used by different civilisations in history
- 17.LC.6** perimeter (as a linear measurement of the distance around a shape) as distinct from area (as a measure of the space within a shape) and the relationship between the length of sides and the perimeters of shapes
- 17.LC.7** collecting and using data to answer questions or respond to issues.
- In the later childhood band of development, students have opportunities to learn to:
- 17.LC.8** measure, compare and order lengths, areas, masses, capacities, volumes, angles and time by selecting and using suitable units and instruments, measuring to the nearest whole unit and arranging measurements of the same attribute in order of magnitude
- 17.LC.9** make reasonable estimates by applying strategies that suit the situations and objects
- 17.LC.10** interpret and read the graduated scales of units on a range of measuring instruments
- 17.LC.11** estimate, measure and compare angles (e.g. interpret angle as amount of turn involving multiples and parts of right angles)
- 17.LC.12** read the time of the day to the nearest minute using analogue and digital clocks, and recognise and use 'a.m.' and 'p.m.'
- 17.LC.13** estimate and calculate duration using starting and finishing times or dates
- 17.LC.14** interpret times, calendars, timetables and timelines to seek specific information or to schedule and sequence events
- 17.LC.15** identify and describe possible outcomes for familiar events involving chance, make judgements about their likelihood and predict whether some are more likely than others





Later childhood Band of development

- 17.LC.16** collect data from experiments or observation to justify or adjust predictions involving chance and distinguish situations that involve equally likely events from those that do not
- 17.LC.17** select and use a range of ways to collect data, including surveys, observations and experiments, choose suitable tables or graphs to present the information (e.g. using ICT) and use these to support statements or predictions made about the data
- 17.LC.18** read data from tables and graphs, compare information from related data sets, look for and describe expected or unexpected variation within the sets of data and decide whether additional data should be collected to draw reasonable conclusions.

Markers of progress

By the end of the later childhood band of development, students identify the attributes of length, area, mass, capacity, volume, angle and time. They select and use suitable informal units and a limited range of metric units, including metre, centimetre, kilogram and litre, to estimate, measure, compare and order quantities on these attributes. They read time in hours and minutes. They choose suitable instruments and use them with an appropriate level of accuracy. They describe and record measurements using language and units appropriate to the attributes measured. They use the language of chance informally in meaningful situations. They read, organise, display and interpret data in simple tables, pictographs and bar graphs.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 17.EA.1** metric measurement units and International System (SI) units and the relationships between units (e.g. length in metres, centimetres and millimetres; area in square metres and square centimetres; volume in cubic metres and cubic centimetres; capacity in litres and millilitres; and mass in kilograms and grams)
 - 17.EA.2** imperial and metric systems used in Australia and other countries (e.g. origins of the different systems and reasons for change of system in Australia)
 - 17.EA.3** measurement error and ranges of values for given measurements relating to the context for measuring
 - 17.EA.4** formulas to calculate quantities that cannot be measured directly or to measure more efficiently, including making judgements about the reasonableness of results
 - 17.EA.5** the probability of events in familiar situations
 - 17.EA.6** discrete and continuous data, and summary statistics to describe the distribution of data, including frequency, relative frequency, mean, median and mode
 - 17.EA.7** ways in which statistics and probability are used in society (e.g. to inform decision-making, in medicine and in meteorology).
- In the early adolescence band of development, students have opportunities to learn to:
- 17.EA.8** choose and use standard units to measure and compare the magnitudes of lengths, areas, volumes, masses, angles, times (including those on 24-hour clocks, schedules, timelines, time elapsed) and temperatures, as applicable to various objects and events
 - 17.EA.9** select appropriate instruments and other technology when measuring, including those involving scales where not all of the graduations are numbered
 - 17.EA.10** estimate quantities with respect to common everyday measures within a given range
 - 17.EA.11** develop and use simple formulas to calculate perimeter, area, surface area and volume of common regular shapes from the relevant measured linear dimensions, and apply these to practical problems
 - 17.EA.12** calculate times that involve 12-hour and 24-hour time cycles, duration of events and schedules in practical situations, and take into account time zones





Early adolescence Band of development

17. The student chooses and uses measures

- 17.EA.13** make and interpret empirical estimates of probabilities related to familiar events with different likelihoods of occurrence, compare experimental data for simple chance events with theoretical probability expressed as percentages, fractions or decimals between zero and one, and distinguish events that are equally likely from those that are not
- 17.EA.14** identify data as discrete or continuous and use technology to create a variety of representations, including two-way tables, to summarise sample data obtained from a given population
- 17.EA.15** analyse and comment on data related to a particular situation, issue or topic of interest, identify and interpret variation in data, calculate and compare the range and measures of location (mean, median, mode), make informal inferences and note possible causes of bias.

Markers of progress

By the end of the early adolescence band of development, students estimate and measure length, area, volume, capacity, mass, angle, time and temperature using standard units. They understand relationships between standard units and measure, record and calculate equivalent measures of the same quantity. They measure using whole or part units, explaining the level of accuracy chosen for the context. They correctly interpret the scales on measuring instruments and select different units or instruments if a more accurate reading is needed. They select and use measurement formulas for perimeter, circumference and area of circles, surface area and volume. They make reasonable judgements about the likelihood of events as certain, probable or unlikely and distinguish between events that are equally likely and those that are not. They read, organise, display and interpret data in a range of tables, graphs and charts. They calculate and use the range, mean, median and mode to compare sets of data.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 17.LA.1** measurement error, including recording measurements as values that lie within a given interval of measurement error, judgements about acceptable or reasonable error in a measurement context, strategies to minimise error and estimation of error rates to provide confidence in measurement results, and risks of compounding error by repetition and calculation
- 17.LA.2** the history of the metric system and changing definitions of International System (SI) base units
- 17.LA.3** rates as comparisons of one attribute to another (e.g. speed as relating distance and time, population density as relating number of people and area)
- 17.LA.4** probability involving equally likely events and the use of random or nearly random event generators, including technology
- 17.LA.5** statistical measures of frequency, spread and centre (location) as ways to analyse and compare data, how bias can arise in data and the effect of outliers on the measures of location.
- In the later adolescence band of development, students have opportunities to learn to:
- 17.LA.6** choose and use instruments, technologies, strategies and formulas to estimate, measure and calculate measures of attributes, including mass, duration, temperature, angle and simple derived measures such as rates
- 17.LA.7** work routinely with International System (SI) and other units with respect to both everyday and technical measurement contexts, including derived measures, choose units appropriate to the order of magnitude involved and estimate values that lie between marked graduations on scales of measuring instruments
- 17.LA.8** recognise equivalent forms of the same measure, making conversions as required, and apply Pythagoras' theorem, scale and rates in appropriate situations to work out measures
- 17.LA.9** use a variety of sources, including samples and surveys, published data, databases, experiments and simulations, to estimate probabilities associated with events and assign or estimate probabilities based on personal experiences
- 17.LA.10** specify sample (event) spaces for single and straightforward compound events using a variety of suitable representations, and determine corresponding probabilities using counting, measure and symmetry





Later adolescence Band of development

- 17.LA.11** choose and use a variety of suitable representations and descriptive statistics to summarise data (using technology for larger data sets) and interpret discrete and continuous data obtained by random sample from a population
- 17.LA.12** use proportions, simple measures of spread and centre (mean, median, mode), and consideration of the distribution of data to make informal inferences in response to their own and others' questions and hypotheses.

Markers of progress

By the end of the later adolescence band of development, students choose and use suitable strategies, instruments and technologies to estimate and calculate measures of length, area, mass, capacity, volume, time, temperature, angle and rate. They choose suitable standard units for the order of magnitude involved with measurement in a given context and use strategies to minimise measurement and calculation error. They apply formulas to calculate and estimate quantities that cannot be directly measured and check on the reasonableness of their results. They calculate simple rates using relevant measurements. They calculate and make reasonable estimates of probabilities associated with meaningful events and data sets. They calculate and use summary statistics and use their own analysis of data to describe distributions, draw inferences and evaluate claims.



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18

The student recognises and represents patterns and relationships

Overview

This Essential Learning Achievement is about the recognition and mathematical representation of patterns and relationships occurring in the natural and built environment and in society. It focuses on mathematical concepts associated with algebra, function, pattern and space. It includes properties, representations and transformations of shapes and objects and geospatial concepts of location, distance, region, scale and distribution.

The Essential Learning Achievement focuses on three aspects.

The first aspect is recognition of patterns in shapes, objects and numbers. This involves: recognising similarity, difference, repetition and order in sequences and arrays; identifying the fundamental units or elements of pattern; and making generalisations and predictions about how patterns repeat and change.

The second aspect is recognition of relationships between variables in phenomena and data. This involves: identifying and describing variables in general relationships of phenomena, mathematical objects and numbers; exploring reasons why certain relationships hold; deducing general rules that define relationships; and manipulating variables to predict effects.

The third aspect, representation of patterns and relationships, involves the translation of mathematical understandings or mental images of position, space and relationships into visual forms, such as maps, plans, models, drawings, graphs, diagrams, charts, concept maps, networks and timelines. It also involves understanding the purposes and conventions of different types of representational forms, interpreting visual elements, symbols and conventions and acting on this information.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop an interest in patterns and relationships occurring in the natural and built environment and their mathematical representations
- appreciate ethical considerations concerning the representation of mathematical information in ways that do not distort or mislead (e.g. scale effects on graphs)

- value symbolic representations as powerful tools for understanding and communicating patterns and relationships in new situations and problems.

Links to other Essential Learning Achievements

This Essential Learning Achievement is linked to—*The student uses a range of strategies to think and learn* through the use of visual representation as a thinking tool, and —*The student understands and applies the inquiry process* through the interpretation and representation of inquiry data and information. It also links to—*The student understands and applies number*, *The student chooses and uses measures* and *The student designs, makes and appraises using technology* through the application of mathematical and design concepts.

The artistic and aesthetic aspects of patterns and visual representations are not part of this Essential Learning Achievement. They are a focus of another Essential Learning Achievement—*The student creates, presents and appreciates artistic works*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Patterns and space

- 18.EC.1** patterns and sequences involving repetition and regular increase and decrease
- 18.EC.2** common 2D shapes and 3D objects
- 18.EC.3** symmetry of shapes and designs (e.g. folding or using mirrors)
- 18.EC.4** flips, slides and turns using common shapes (e.g. half, full, quarter, three-quarter)

Relationships

- 18.EC.5** relationships of order, sequence and arrangement

Representations

- 18.EC.6** sequences of pictures to show a series of events or a procedure
- 18.EC.7** maps of familiar areas
- 18.EC.8** simple diagrams, graphs and models representing elements, processes and relationships

In the early childhood band of development, students have opportunities to learn to:

Patterns and space

- 18.EC.9** experiment with different ways of changing numbers and shapes, predict the effects of those changes and search for and describe simple patterns and relationships (e.g. adding or subtracting 10, make one angle of a triangle larger)
- 18.EC.10** explore strategies such as searching for similarity, difference and repetition and use these to make sense of the mathematics they are learning
- 18.EC.11** recognise, describe and create patterns and sequences and identify whether they involve repetition or regular increases or decreases
- 18.EC.12** analyse patterns, determine the rules that apply and continue and create patterns
- 18.EC.13** recognise, sort, group, draw and make models of common 2D shapes and 3D objects and describe them using everyday language and geometric names
- 18.EC.14** use flips, slides and turns to complete simple visual puzzles, to make patterns and to explore the characteristics of shapes





Early childhood Band of development

Relationships

- 18.EC.15** recognise and describe simple relationships, including those related to order, sequence and arrangement
- 18.EC.16** establish correspondences between sets (e.g. students in the class and their favourite colour)
- 18.EC.17** order sets and explain reasoning used (e.g. arrange objects using certain attributes, order numbers)
- 18.EC.18** create and follow step-by-step instructions about simple procedures where order or the sequence of actions is important

Representations

- 18.EC.19** make and interpret picture sequences and pictographs
- 18.EC.20** interpret simple maps and plans and identify the most obvious features that have been marked
- 18.EC.21** draw sketch maps or make simple models of familiar places (e.g. room, school grounds).

Markers of progress

By the end of the early childhood band of development, students sort and classify familiar things on the basis of similarity and difference. They identify common two-dimensional shapes and three-dimensional objects using everyday language. They describe and create patterns, identifying the unit of pattern and describing how the pattern continues. They recognise relationships of order, sequence and arrangement and explain why the order or sequence of actions in familiar procedures is important. They represent familiar aspects of their world using drawings, sketch maps, diagrams, pictographs or models.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Patterns and space

- 18.LC.1** patterns in number and space (e.g. multiple copies of shapes, tessellation) and the role that position plays in patterns
- 18.LC.2** symmetry in shapes and designs
- 18.LC.3** angles, both as characteristics of shapes and objects and as turns
- 18.LC.4** basic transformations (flips, slides and turns) of shapes and description of the changes that occur
- 18.LC.5** the language of turns (e.g. 'half', 'full', 'quarter', 'three-quarter') for giving directions for moving around a familiar environment or for locating specific features
- 18.LC.6** features of shapes and objects and their description using spatial language (e.g. 'parallel', 'perpendicular', 'vertex', 'face', 'edge', 'base' and 'acute', 'right', 'obtuse' and 'reflex' angles)

Relationships

- 18.LC.7** simple relationships between elements of shapes (e.g. between the length, width and perimeter of a rectangle)
- 18.LC.8** lists, tables and graphs to represent relationships and to analyse and predict change (e.g. petrol prices on different days of the month)

- 18.LC.9** inverse and equivalence relationships, including how inverse operations enable them to work out related number facts and solve unknown elements of simple equations involving addition and subtraction

Representations

- 18.LC.10** drawing conventions for 2D representations of 3D objects
- 18.LC.11** equations (number sentences) and models to represent mathematical problems and situations based around a single operation
- 18.LC.12** symbols and conventions used on maps, plans and grids (e.g. north symbol, symbols within the legend, alphanumeric grids)
- 18.LC.13** the relationship between the four major compass points and the amount of turn (quarter, half, three-quarter and full turns) and how these can be used when giving directions
- 18.LC.14** simple scales to estimate distances on maps and plans
- 18.LC.15** concept maps, flow charts, diagrams and bar, column and line graphs to represent ideas, processes and relationships.





Later childhood Band of development

In the later childhood band of development, students have opportunities to learn to:

18.LC.23 create relationships in relevant situations and make up rules or criteria for sorting, ordering and arranging data and objects

Patterns and space

- 18.LC.16** represent and interpret patterns in number and space, identify the rules that describe the pattern, work out further elements and use materials to model and continue spatial patterns
- 18.LC.17** recognise, name, sort and represent a range of 2D shapes and 3D objects according to their essential features (e.g. number of sides and edges, sizes of angles, parallel lines, equal sides, lines of symmetry)
- 18.LC.18** identify particular features and give more specific names to shapes and objects within broad groups (e.g. isosceles triangle)
- 18.LC.19** sketch representations of objects from different viewpoints, knowing that the same two-dimensional shapes can be drawn in different orientations
- 18.LC.20** make models (e.g. skeletal models using straws, solid models using clay) and nets of common three-dimensional objects

Representations

- 18.LC.24** interpret and use some of the symbols and conventions used to represent mathematical situations (e.g. concrete materials, words, drawings, diagrams, physical models and a range of mathematical symbols)
- 18.LC.25** recognise the links between different representations of the same situation and use those which make most sense to them
- 18.LC.26** make reasonable sketches of familiar local environments (e.g. the school grounds or a particular room)
- 18.LC.27** recognise and interpret symbols and conventions used on different maps, plans and grids to locate key features and landmarks and to plan movement around environments.

Relationships

- 18.LC.21** recognise and describe relationships and represent them using concrete materials, drawings, lists, tables and some mathematical symbols
- 18.LC.22** analyse simple relationships and make predictions based on the information they have





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students describe how patterns are repeating or changing, generalise rules that apply and predict further pattern elements. They recognise a range of common two-dimensional shapes and three-dimensional objects and represent them in ways that illustrate their essential features. They recognise and represent numerical and spatial relationships. They create drawings and appropriate graphs to represent relationships in meaningful data. They create maps and plans with some sense of scale, proximity and direction and they interpret symbols and conventions when reading maps and plans.





Early adolescence

Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Patterns and space

- 18.EA.1** properties involving line, length, angle and surface of common 2D shapes (square, rectangle, triangle, parallelogram, trapezium, pentagon, hexagon, octagon, circle), 3D objects (prism, pyramid, sphere, cylinder) and part and composite shapes
- 18.EA.2** the congruence of shapes (e.g. where one shape can be superimposed on another through a sequence of transformations—reflections, rotations, translations) and the similarity of shapes (e.g. where one shape is an enlargement or reduction of another)
- 18.EA.3** points, lines and planes of symmetry in shapes and objects and relationship of these to transformations and tessellations of suitable shapes in the plane (e.g. a spider web has a central point of rotation and symmetry by rotation through an angle of 72 degrees about this point)

Relationships

- 18.EA.4** the concept of variables in relationships
- 18.EA.5** mathematical representations of relationships (e.g. expressions, formulas and equations)
- 18.EA.6** linear and other simple algebraic equations that involve the operations of addition, subtraction and multiplication
- 18.EA.7** symbols used to represent variables and operations in algebraic expressions and formulas
- 18.EA.8** functions defined by simple rules, using whole number values as inputs

Representations

- 18.EA.9** purposes and conventions of different representations (e.g. grids and simple coordinate systems, maps, plans, diagrams, graphs, models, flow charts, networks and timelines)
- 18.EA.10** major and intermediate compass points, the corresponding degrees of turn, and straightforward scales, distance and annotations (e.g. arrows) used in maps and plans to specify location
- 18.EA.11** mathematical and scientific symbols and conventions used in diagrams, tables and graphs representing concepts and relationships
- 18.EA.12** the evolution of representations in mathematics over time and common variations in their use.





Early adolescence Band of development

In the early adolescence band of development, students have opportunities to learn to:

Patterns and space

- 18.EA.13** analyse a range of patterns, generalise and apply rules, predict elements or create new variations of patterns
- 18.EA.14** sketch representations of common 2D shapes and 3D objects from different viewpoints, with attention to their geometric properties
- 18.EA.15** construct accurate representations of 2D shapes according to specification (e.g. using drawing instruments and software) and 3D objects from plans, nets and isometric diagrams
- 18.EA.16** solve problems requiring knowledge of geometric properties and transformations of common 2D shapes and 3D objects

Relationships

- 18.EA.17** read, interpret and use representations of practical situations (e.g. simple formulas), describe them using suitable materials and diagrams and evaluate expressions for whole number and simple fraction values

- 18.EA.18** use a variety of approaches, including words, diagrams, materials and symbols, to represent variables and to represent, manipulate and rearrange simple algebraic expressions that involve the operations of addition, subtraction, multiplication and division; establish equivalences and determine when they are satisfied or not for a given set of values

- 18.EA.19** solve linear and other simple algebraic equations using a variety of approaches and explain their reasoning (e.g. using materials, flow charts, tables, graphs, inverse operations and algebra)

- 18.EA.20** construct tables of values for functions defined by simple rules, using whole number values as inputs and plotting the corresponding set of ordered pairs (e.g. using ICT), and interpret simple functions, the set of input values used and the set of output values obtained in context

Representations

- 18.EA.21** interpret, make and use a range of representations (e.g. words, mathematical symbols and conventions, diagrams, tables, graphs, maps, plans, models, flow charts, networks, timelines) to develop suitable representations of concepts and relationships, including the use of ICT (e.g. choose and create graphs to represent data entered on a spreadsheet)





Early adolescence Band of development

18.EA.22 provide and follow instructions for moving from one location to another based on maps or plans and use the scale to estimate or calculate distances between locations.

Markers of progress

By the end of the early adolescence band of development, students analyse a range of patterns, generalise and apply rules, predict elements or create new variations of patterns. They describe and represent two-dimensional shapes and three-dimensional objects using the properties of line, length, angle and surface. They understand and use algebraic expressions to represent relationships between variables and use relationships and rules to solve problems in meaningful contexts. They identify locations, distances and directions on maps and interpret symbols, map keys, scale, coordinates and compass points. They create diagrams, flow charts and graphs, making decisions about the best forms to represent relationships.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Patterns and space

- 18.LA.1** a broad range of 2D shapes (e.g. quadrilaterals, polygons, ellipses), composite shapes and 3D objects, including those with curved surfaces (e.g. cylinders, cones, packages and containers), with respect to properties involving line, length, angle and surface
- 18.LA.2** geometric properties of shapes and objects (e.g. when two straight lines intersect, opposite angles are equal) and simple geometric proofs, including those related to angle properties associated with parallel, perpendicular and transversal lines and polygons (e.g. sum of angles of a triangle is 180 degrees, Pythagoras' theorem)
- 18.LA.3** the relationship of symmetry to transformations and tessellations of regular shapes and composite shapes, in the plane and on surfaces

Relationships

- 18.LA.4** algebraic expressions, relations and functions, including linear functions, involving arithmetic and other mathematical operations
- 18.LA.5** tables of values and graphs of linear and simple non-linear functions using integer, decimal and fraction values of variables

- 18.LA.6** simultaneous linear equations and non-linear equations

Representations

- 18.LA.7** purposes, features and conventions of a range of representations (e.g. maps, plans, diagrams, graphs, models, flow charts, networks and timelines), including representations used to depict relationships and change in complex systems
- 18.LA.8** mapping conventions (e.g. grids, coordinate systems, bearings, scale, distance, angle, keys, references and annotations).

In the later adolescence band of development, students have opportunities to learn to:

Patterns and space

- 18.LA.9** explore pattern and structure (e.g. using ICT) and develop generalisations for further consideration
- 18.LA.10** draw by hand representations of common 2D shapes and 3D objects (and their cross-sections), with attention to their geometric properties and scale
- 18.LA.11** construct accurate representations of 2D shapes and 3D objects according to specification using drawing instruments and software (e.g. 2D shapes with specified boundary, angle and scale; front, side and top plan views; and cross-sections of shapes)





Later adolescence Band of development

- 18.LA.12** construct 3D objects from plans, cross-sections, nets and diagrams (e.g. stitching pattern for a soccer ball)
- 18.LA.13** solve problems using geometric knowledge of 2D shapes and 3D objects and analysis of geometric properties of shapes and patterns involving congruence, similarity and sequences of transformations

Relationships

- 18.LA.14** use words and symbols to represent variables and constants when writing expressions for algebraic relations and functions, including linear functions involving arithmetic and other mathematical operations
- 18.LA.15** evaluate expressions for algebraic relations and functions, including simple inequalities, using integer, decimal and fraction values of variables
- 18.LA.16** model and interpret the expressions and relationships in context and use known relationships (e.g. formulas) to develop new relationships
- 18.LA.17** draw graphs of simple non-linear functions, interpret and apply variables and functions in context and make related predictions
- 18.LA.18** select and apply inverse, associative, commutative and distributive properties to manipulate and rearrange algebraic expressions that involve the four arithmetic operations, reciprocals, whole number powers and square roots
- 18.LA.19** use a variety of approaches (e.g. concrete materials, ICT, algebra, diagrams, flowcharts and backtracking) to identify and establish equivalences between linear expressions and between simple non-linear expressions
- 18.LA.20** determine when equations and inequalities are satisfied or not for a given set of values and construct and solve linear equations, including simple simultaneous linear equations and some non-linear equations, using tables, graphs, algebra and ICT
- 18.LA.21** draw graphs for families of linear and some simple non-linear functions generated by changing constants used to define the rule of the function, and use ICT to explore and describe the effects of varying these constants and to interpret the shape of a graph and its key features in context

Representations

- 18.LA.22** interpret, create and use a range of representations and evaluate their effectiveness for different purposes and contexts (e.g. a schematic diagram to construct an object or system, a draw for a knockout competition)
- 18.LA.23** choose and use appropriate mathematical symbols and notations, diagrams, tables, graphs, variables, relations and equations to represent concepts and relationships, to apply skills and processes and to clarify, modify and refine statements





Later adolescence Band of development

- 18.LA.24** use grids, coordinate systems, bearings, scale, distance, angle and various keys, references and annotations to interpret and construct maps, diagrams and plans (e.g. bushwalking, orienteering)
- 18.LA.25** interpret, construct and use maps, diagrams and plans to specify location, represent relationships spatially and move from one location to another (e.g. plan a holiday itinerary).

Markers of progress

By the end of the later adolescence band of development, students interpret and use patterns, variables and relationships to predict effects when variables are manipulated. They construct accurate representations of two-dimensional shapes and three-dimensional objects and their cross-sections, with attention to their geometric properties and scale. They generate and manipulate algebraic expressions to represent relationships between variables and use relationships and rules to solve problems in meaningful contexts. They create and use a variety of representations to locate and navigate and to communicate spatial relationships. They evaluate choices concerning form, design elements, conventions and technologies used in creating representations.



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The student understands and applies scientific knowledge

Overview

This Essential Learning Achievement focuses on developing students' capacity to be interested in and understand the world around them, and to reflect on and apply scientific knowledge to new learning situations and problems in personal, social and civic life. Understanding and applying scientific knowledge enables students to function in and contribute to a society in which science and its applications play a significant role.

Understanding science as a dynamic body of knowledge provides distinctive ways of describing, analysing and explaining features, relationships and change in the physical and biological world. This body of knowledge includes scientific concepts and theories drawn from physics, chemistry, biology and Earth sciences, which form the elements of an integrated scientific understanding of the world.

A range of personal, social and global situations and problems require application and synthesis of scientific knowledge in order to fully appreciate, understand and address them. Applying scientific knowledge empowers students to integrate and deepen their understandings of the world, create new ideas, make informed decisions and develop creative solutions. Knowing and using the language of science enables students to explain scientific ideas and participate in questioning, discussing and making decisions about issues where science is relevant.

Scientific knowledge is generated by particular methods of inquiry used to pose questions, collect evidence, develop and test ideas, and refine or refute them in the light of new evidence. When students have opportunities to generate and explore scientific concepts and theories through a genuine inquiry process, they develop deeper understandings, as well as practical skills in applying that knowledge to new learning situations and problems. They develop the capacity to distinguish between ideas supported by scientific inquiry and that which is assumed or believed without evidence.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop curiosity and interest in exploring and understanding the world around them
- develop an attitude of openness to new ideas and explanations
- develop a respect for living things and natural systems
- appreciate the importance of care and safety in handling materials and equipment
- develop an interest in science as a human endeavour and as a potentially rewarding career
- appreciate the need for ethical practices in research and applications of scientific knowledge.

Links to other Essential Learning Achievements

Scientific inquiry is a focus of the closely related Essential Learning Achievement—*The student understands and applies the inquiry process*. A number of other Essential Learning Achievements support students' understanding of scientific knowledge, including—*The student uses a range of strategies to think and learn, The student uses Information and Communication Technologies effectively, The student understands and applies number, The student chooses and uses measures and The student recognises and represents patterns and relationships*.

The application of scientific knowledge will be relevant to learning in many other Essential Learning Achievements, in particular—*The student makes considered decisions, The student takes action to promote health, The student acts for an environmentally sustainable future, The student understands world issues and events and The student designs, makes and appraises using technology*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Science as a human endeavour

- 19.EC.1** scientific aspects of their everyday activities and applications of science in their own lives (e.g. uses of energy in the home, ball games, pet care, decisions influenced by weather) and the place of science in the work of people in the community

Energy and force

- 19.EC.2** how pushing and pulling objects affects their motion and shape
- 19.EC.3** the concept of energy being needed to get things done and different forms of energy they use in familiar situations (e.g. light from the sun, heat used in cooking, electricity from batteries to make toys work)

Matter

- 19.EC.4** observable properties of common materials in a variety of everyday objects
- 19.EC.5** how changing familiar materials changes their properties (e.g. heating, cooling, wetting, mixing)

Living things

- 19.EC.6** obvious features of a variety of plants and animals
- 19.EC.7** differences between living and non-living things using basic criteria (e.g. characteristics and basic needs)
- 19.EC.8** some of the changes that take place as living things grow, and similarities of parents and their offspring
- 19.EC.9** some of the ways in which living things depend on their environment and each other (e.g. basic needs for survival)

Earth and space

- 19.EC.10** changes on Earth and in space (e.g. weather, night and day, seasons), recognising that some are more predictable than others
- 19.EC.11** some of the ways in which living things depend on the Earth (e.g. soil, water, air) and are affected by its changes.

In the early childhood band of development, students have opportunities to learn to:

- 19.EC.12** ask questions about and explore phenomena, relationships and ideas
- 19.EC.13** observe, identify and describe features, properties and the ways things change
- 19.EC.14** examine and compare materials, living things and non-living things
- 19.EC.15** talk about their investigations and observations.





Early childhood Band of development

Markers of progress

By the end of the early childhood band of development, students describe things and phenomena they have directly observed, in their own words. They describe how objects change shape or motion when a force is applied and identify some sources of energy. They describe how changing familiar materials in some way changes their properties. They distinguish between living and non-living things and compare living things according to some obvious features. They describe some features of the Earth and sky and phenomena they have observed. They describe how their scientific knowledge relates to familiar activities and experiences.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Science as a human endeavour

- 19.LC.1** how science is used in work and leisure
- 19.LC.2** some of the contributions made by people in different times and cultures to the development of scientific knowledge

Energy and force

- 19.LC.3** the effects of different-sized forces on the shape and/or motion of objects
- 19.LC.4** the idea that some forces (e.g. magnetism) may act at a distance, while other forces need to be in contact with the object to affect it (e.g. hitting a ball)
- 19.LC.5** different forms and sources of energy used in their community (e.g. heat, sound, light, electricity) and how energy can be transferred between objects

Matter

- 19.LC.6** comparison of properties of an object with those of the materials of which it is made (e.g. eggs and sugar compared to meringue; sand and cement compared with concrete) and why materials are chosen for particular purposes
- 19.LC.7** smaller visible parts that make up material under examination (e.g. grains, fibres)

- 19.LC.8** different types of changes that materials may undergo

Living things

- 19.LC.9** structures of living things and relationships between structure and function
- 19.LC.10** categories of living things based on observable characteristics
- 19.LC.11** life cycles and reproductive processes in living things
- 19.LC.12** some interactions between living things, and between living things and their environment

Earth and space

- 19.LC.13** the relationships between distance and apparent size of objects to an observer
- 19.LC.14** planets and other objects in the solar system, including current information from space exploration
- 19.LC.15** gravity as a force that pulls things on or above the Earth's surface towards it
- 19.LC.16** identifiable causes for some of the short- and long-term changes to the surface of the Earth or the atmosphere (e.g. volcanic activity, soil erosion, air pollution).





Later childhood Band of development

In the later childhood band of development, students have opportunities to learn to:

- 19.LC.17** observe, explore, investigate, consider, identify, describe, compare and sort natural phenomena and living and non-living things
- 19.LC.18** examine and predict events, speculate about how and why things happen, and compare explanations from different sources, using scientific language
- 19.LC.19** apply scientific understandings to their experiences and describe how products (e.g. hair gel, sunscreen, protective clothing) and tools (e.g. egg beater, hair dryer) have been developed.

Markers of progress

By the end of the later childhood band of development, students describe and compare some of the characteristics and properties of things and phenomena, and explain changes they have observed, using some scientific language. They understand that energy and forces cause change and explain some of their effects in familiar situations. They categorise living things according to particular characteristics and explain relationships between these characteristics and how living things meet their needs. They describe natural and human processes that change the Earth over short and long time periods. They describe applications of particular scientific knowledge in familiar activities, personal interests or products they use.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Science as a human endeavour

- 19.EA.1** how science and its applications have changed the ways people live
- 19.EA.2** scientific work as rewarding for a variety of reasons and contemporary Australian work in science
- 19.EA.3** how scientific understandings have changed over time and that different cultures may have different views in relation to scientific practice (e.g. traditional cultural explanations of phenomena and practices in areas such as medicine)

Energy and force

- 19.EA.4** forces acting in the same or different directions and so supporting or opposing each other (e.g. floating and sinking, simple machines, speeding up and slowing down)
- 19.EA.5** ways in which different forms of energy can be transferred or stored (e.g. electrical circuits, batteries)

Matter

- 19.EA.6** a particle model to explain solids, liquids and gases
- 19.EA.7** relationships between properties, composition and use of different materials (e.g. strength, solubility, porosity, viscosity, absorbency and conductivity)

- 19.EA.8** features of physical and chemical changes and the reversibility of change (e.g. dissolving, crystallising, decomposing)

Living things

- 19.EA.9** the cell as the basic unit of all living things
- 19.EA.10** biological classification systems and their applications
- 19.EA.11** why some living things are better suited to their environment than others
- 19.EA.12** food chains and webs as models of relationships within living communities

Earth and space

- 19.EA.13** relationships between the Earth, moon and sun and the existence of gravitational attraction between all the objects in the solar system
- 19.EA.14** Earth's changes occurring over different time scales and use of geological evidence to interpret past events.

In the early adolescence band of development, students have opportunities to learn to:

- 19.EA.15** explore, identify and model relationships (e.g. solar system, food chains and webs) to explain interrelationships and predict change
- 19.EA.16** apply scientific knowledge and language in interpreting information and forming explanations, arguments and lines of reasoning
- 19.EA.17** safely and correctly use laboratory equipment





Early adolescence Band of development

19.EA.18 use their scientific understandings to consider and respond to appropriate ethical and social issues relevant to them (e.g. those related to health and well-being).

Markers of progress

By the end of the early adolescence band of development, students discuss and explain a range of phenomena, interactions and processes using scientific knowledge and language. They understand and apply key concepts relating to energy and force, matter, living things and Earth and space in their investigations and explanations of phenomena and experiences. They describe or model interrelationships between various components in physical or biological systems to explain some of the changes that occur. They reflect on and describe how applications of science have changed the ways people live.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Science as a human endeavour

- 19.LA.1** current issues that involve implications of research or applications of science (e.g. Human Genome project)
- 19.LA.2** instances in which progress in science can be affected by and influence social issues and priorities (e.g. water purification, alternative energy sources, space exploration, ethics of biotechnology)
- 19.LA.3** scientific advances that challenged understandings and practices in science and everyday life (e.g. causes of disease)
- 19.LA.4** how contemporary scientists often draw on concepts and processes across scientific disciplines in multi-disciplinary teams and how science can provide rewarding careers
- 19.LA.5** how people of diverse cultures have contributed to and shaped the development of science

Energy and force

- 19.LA.6** effects of several forces on the motion and energy of objects
- 19.LA.7** how and why the movement of energy (e.g. light and sound) varies according to the medium through which it moves and conservation of energy when it is transformed and transferred

Matter

- 19.LA.8** scientific models and terms to explain the properties of materials, the changes materials undergo and the conservation of matter
- 19.LA.9** explanations of physical and chemical changes in terms of types and arrangements of particles (e.g. atoms, molecules, elements, compounds)
- 19.LA.10** factors that affect chemical changes (e.g. factors that affect rate) and applications in everyday situations

Living things

- 19.LA.11** how an organism's body systems interact to meet its needs
- 19.LA.12** the theory of evolution by natural selection to explain the diversity of living things and how inherited characteristics are passed from parent to offspring
- 19.LA.13** scientific concepts and models to explain the interdependence of populations of organisms and the environment, and to predict the consequences of changes to an ecosystem





Later adolescence Band of development

Earth and space

- 19.LA.14** scientific theories of the origin of the universe
- 19.LA.15** the theory of plate tectonics to explain global patterns of geological activity (e.g. earthquake and volcanic zones)
- 19.LA.16** causes and consequences of global atmospheric changes resulting from natural and human activity (e.g. climate change).

In the later adolescence band of development, students have opportunities to learn to:

- 19.LA.17** examine, question and consider scientific ideas, concepts and theories
- 19.LA.18** analyse and synthesise information, and use scientific models and terms to explain properties and interrelationships and to predict change in phenomena and systems
- 19.LA.19** apply scientific knowledge in exploring and constructing views around ethical and social issues relating to science (e.g. genetic modification, stem cell research, animal testing of products, nuclear energy)
- 19.LA.20** select laboratory equipment appropriate to an investigation and use it safely and correctly.

Markers of progress

By the end of the later adolescence band of development, students apply scientific knowledge to explain phenomena, interrelationships and processes. They analyse and synthesise information to explain causes and predict effects of change in physical and biological systems. They understand that scientific knowledge is continually changing and explain how particular scientific theories developed on the basis of new evidence. They use scientific knowledge to justify their opinions or question claims made about scientific matters and to evaluate information presented as science. They evaluate the impacts of particular scientific advances on society.



20

The student acts for an environmentally sustainable future

Overview

This Essential Learning Achievement focuses on developing students' capacity to understand and contribute to an environmentally sustainable future. Acting for a sustainable future means knowing about and developing ways to meet current human needs so as not to diminish the quality of the environment or reduce the capacity of future generations to meet their needs.

Environment includes: ecosystems and their constituent parts; natural and physical resources; the qualities and characteristics of locations, places and areas; the heritage value of places; and the social, economic and cultural aspects of these things.⁷

Sustainability is the quest for a society that can persist over generations without destroying the social and life-supporting systems that current and future generations of humans and all species on Earth depend on.⁸

This Essential Learning Achievement has three main aspects: learning *about* the environment, learning *in* the environment and learning *for* the environment.

Learning *about* the environment focuses on understanding environments as complex, interdependent systems, including concepts such as biodiversity, habitat, ecosystem and sustainability. It involves investigations of particular environments, animal and plant populations, natural resources and the Earth's biological and climate systems. It also involves understandings about the impact of people on environments and how environments shape human activities, including the roles of cultural, social, economic and political systems in environmental decision-making and in debates about conservation, development and sustainability.

Learning *in* the environment involves a 'hands on' approach to investigating and acting for sustainability in school and local environments. Observation, data collection and analysis, identification and discussion of problems and opportunities, and research into ways to improve the management of school resources and local environments provide opportunities to develop and apply learning *about* the environment in authentic situations and to contribute to practical solutions.

⁷ Australian Government Department of the Environment and Heritage, *Educating for a sustainable future: a national environmental education statement for Australian schools*, Curriculum Corporation, 2005.

⁸ Ibid.

Learning *for* the environment includes appreciation of the intrinsic value of the environment and the need for everyone to act as custodians of it. The relationship of Indigenous Australians with the environment is an important example of stewardship and of how people's interactions with the environment are linked to their culture. Participation in actions to conserve, rejuvenate and sustain environments for the future supports understanding of the complexity of sustainability issues and the range of possibilities for individual and collective action.

Learning *for* the environment involves understanding the imperatives for local and global action for a sustainable future, based on a sense of optimism tempered with realism. Analysis of probable futures (what is likely to happen unless there is some intervention), envisaging preferred futures (what we would like to see happen) and identifying possible futures (what might happen if some change is made or action taken) supports students to identify positive and realistic ways to act for an environmentally sustainable future.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the intrinsic value of the natural world and the need to preserve the environment and natural heritage for future generations
- develop an attitude of respect and caring for life in all its diversity
- appreciate their responsibility as consumers and citizens to conserve and manage environmental resources in ways that are fair to both present and future generations
- develop a sense of optimism for the future through participating in informed, positive action to address local, national and global issues relating to environmental sustainability.

Links with other Essential Learning Achievements

Learning *about* and learning *in* the environment closely link to learning in several other Essential Learning Achievements—*The student understands and applies the inquiry process*, *The student understands and applies scientific knowledge*, *The student understands about Australia and Australians* and *The student understands world issues and events*.

Learning *for* the environment is connected to learning *in*—*The student makes considered decisions*, *The student acts with integrity and regard for others*, *The student understands and values what it means to be a citizen within a democracy*, *The student makes informed choices about money and finance* and *The student designs, makes and appraises using technology*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 20.EC.1** elements of the natural environment that humans, animals and plants need for survival
- 20.EC.2** different living things in their local environment and some observable relationships between living things and their environment
- 20.EC.3** how people cooperate to care for places in a community
- 20.EC.4** why it is important to conserve resources, protect the environment and participate in positive environmental action.

In the early childhood band of development, students have opportunities to learn to:

- 20.EC.5** observe and discuss changes evident in the local environment, both natural (e.g. seasonal changes) and those caused by human action (e.g. changes to the built environment)
- 20.EC.6** share responsibility for the quality of their immediate environments and for resource conservation (e.g. dispose of litter, reuse and recycle some materials, and switch off unused lights)

- 20.EC.7** describe preferred future scenarios in relation to particular aspects of their local environment (e.g. suggest ways the school playground could be improved).

Markers of progress

By the end of the early childhood band of development, students identify a range of living things in their local environment and some elements of the natural environment that humans, animals and plants need for survival. They describe changes they have observed in their local environment. They explain ways they can care for their environment at school. They know that some resources can be reused and recycled and describe some of the ways this happens at school and at home.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 20.LC.1** natural cycles and systems in the environment (e.g. water cycle, food chains)
- 20.LC.2** the concept of habitat and the diversity of living things within a habitat
- 20.LC.3** some effects of human action on natural environments (e.g. land clearing, air and water pollution)
- 20.LC.4** how Earth's renewable and non-renewable resources, including energy sources, are used and the need to conserve non-renewable resources
- 20.LC.5** the preservation of natural environments and heritage sites and the importance of particular places to different individuals and groups, including Indigenous Australians (e.g. Uluru, Namadgi National Park, Canberra lakes and bushland)
- 20.LC.6** how protecting the environment requires that people work together as citizens and consumers and participate in appropriate actions as environmental stewards or in other civic action to effect positive change.

In the later childhood band of development, students have opportunities to learn to:

- 20.LC.7** observe and gather data about local environments and changes over time due to human or natural events (e.g. school and grounds, nearby park or creek)
- 20.LC.8** take responsibility for caring for a local environment (e.g. part of school grounds, class garden, local park)
- 20.LC.9** investigate how their actions contribute to sustainability of resources and local environments (e.g. investigate issues relating to packaging and plastic bags, develop reuse and recycling systems in their classroom and school)
- 20.LC.10** explore probable and preferred futures in relation to environmental issues familiar to them and discuss actions needed to make preferred futures happen.

Markers of progress

By the end of the later childhood band of development, students identify built and natural elements of familiar environments. They describe some interrelationships between parts of natural cycles and systems. They investigate and describe the impact of human activity on familiar environments and identify what they can do to care for their local environment. They understand the finite nature of some local and global resources and describe some ways to conserve them.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 20.EA.1** concepts of interdependence of living things, habitat and ecosystem
- 20.EA.2** some of the processes by which human activities change natural environments in positive and negative ways (e.g. reducing feral animal populations, tourism, deforestation)
- 20.EA.3** population growth impacts on environmental systems (e.g. urbanisation, locust, cane toad or weed infestation)
- 20.EA.4** responsibilities of global citizenship for individuals, organisations and governments and the roles and responsibilities of companies, producers and consumers in relation to sustainability
- 20.EA.5** how countries work together to protect the environment.

In the early adolescence band of development, students have opportunities to learn to:

- 20.EA.6** conduct case study investigations into local and/or national ecosystems to identify changes and predict their impacts
- 20.EA.7** compare the use of renewable and non-renewable energy sources and investigate which of Earth's resources they use are reusable, renewable or neither

- 20.EA.8** investigate practical ways for individuals, households or communities to conserve resources (e.g. waste recycling, energy and water saving) and evaluate their practicality and effectiveness
- 20.EA.9** participate in raising awareness about environmental issues
- 20.EA.10** examine issues of sustainability of the natural, built or social environment, extending from local to global perspectives (e.g. investigate arguments and studies about climate change and its effects; generate probable, possible and preferred scenarios for future sustainable living).

Markers of progress

By the end of the early adolescence band of development, students understand environments as complex systems and the impacts of human, animal and plant population growth on these systems. They describe some of the processes by which human activities change natural environments in positive and negative ways and investigate practical ways of conserving resources. They identify issues of sustainability of the natural, built or social environment, understand the need for individual and collective actions to address them, and discuss strengths and limitations of possible actions.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 20.LA.1** key concepts used in contemporary information and debates about environmental sustainability (e.g. biodiversity, carrying capacity, ecological footprint, preservation, conservation, wilderness, heritage, sustainable development)
- 20.LA.2** events that have significant effects on regional or global ecosystems and their related environmental, social or economic consequences (e.g. drought, cyclones, bushfires, earthquakes, El Nino, climate change)
- 20.LA.3** how environmental decision-making often involves dealing with conflicting values and interests of different individuals or groups (e.g. preservation of wilderness, development of non-renewable and renewable resources)
- 20.LA.4** how people's views on the environment influence government policy and non-government organisations, and the ways in which governments attempt to address issues of development and sustainability.

In the later adolescence band of development, students have opportunities to learn to:

- 20.LA.5** apply relevant scientific understandings to form personal views and make responsible and informed decisions about issues concerning sustainability (e.g. salinity, nuclear energy production, land degradation)
- 20.LA.6** consider and explain their own decisions about lifestyle choices and participation in social actions for environmental sustainability
- 20.LA.7** examine examples of individual and global actions to create sustainable futures, assess the strengths and limitations of these, and propose further appropriate actions.

Markers of progress

By the end of the later adolescence band of development, students apply scientific understandings to form views and make informed decisions about local, national and global issues concerning environmental sustainability. They recognise that these issues are complex and may involve scientific, social, economic and cultural considerations. They recognise the responsibilities of individuals, organisations and governments and explain their own decisions about lifestyle choices and participation in social actions for environmental sustainability.



21

The student understands about Australia and Australians

Overview

This Essential Learning Achievement is about developing students' capacity to find out about and understand the places, people and events that make up Australia and the interrelationships among them. It recognises Indigenous peoples and their cultures as the first Australians and as critical to understanding Australia and Australians.

Students investigate concepts, factual information and stories in order to explore how the communities in which they live came to be. This involves the application of tools from the discipline-based subjects of history and geography and the interpretation of primary and secondary sources to understand and make connections between places, people and events.

This Essential Learning Achievement has three interrelated focus areas: geography, history and contemporary society. Where things happen and what has happened in the past influence what happens now and how we think about it. Students explore the interrelationships among these dimensions and the concept of change over time.

The first focus area is Australia as a geographical place—where things are and how location affects people's lives and use of resources. This involves understanding the diversity of environments within Australia, Australia's geographic position in the Asia-Pacific region and the world, and the interrelationships between land and people.

The second focus area is Australia and Australians in the past—how things came to be the way they are and significant developments in Australia's social, political and cultural history. The study of history involves collecting and evaluating evidence-based accounts of people and events in the past, constructing a narrative of these significant people and events and considering different perspectives about them. Learning Australian history provides a context for students to understand their identity and reflect on the society Australia should become.

The third focus area is contemporary Australian society—who we are as Australians and the issues we face today. This involves examining concepts of identity and diversity to explore the factors that unite and divide us as a nation. Students apply this understanding to that already gained from their historical investigations to form views of contemporary Australian society and think about some preferred futures.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop an interest in finding out about Australia and the lives of Australians at different times
- value and respect Indigenous peoples both past and present, and their cultures and spiritual connection to the land and sea
- appreciate and respect the diversity of Australians and their contributions to the development of Australia
- develop a sense of identity as an Australian.

Links to other Essential Learning Achievements

This Essential Learning Achievement draws heavily on the learning processes in the Essential Learning Achievements—*The student understands and applies the inquiry process* and *The student critically interprets and creates texts*. The use of techniques of historical inquiry requires the skills of critical judgement and reflection, as students come to understand and explain why people acted and thought as they did in the context of their time.

This Essential Learning Achievement links to—*The student understands and values what it means to be a citizen within a democracy* through understanding of the development of Australia as a democratic society. It also links to—*The student understands world issues and events* through the processes of investigating places and people in time.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Geography

- 21.EC.1** Australia as a large land mass with a variety of environments (e.g. varied landscapes, places where people live)
- 21.EC.2** some places and landmarks in the local community
- 21.EC.3** the meaning of names given to some familiar places (e.g. names of Canberra's streets and suburbs)

History

- 21.EC.4** the stories of some people and events in Australia's past (e.g. children's lives at different times such as during war, in the bush, before television, before colonisation, during migration, in the local area)
- 21.EC.5** Indigenous people as the first Australians and aspects of Australia's history predating British colonisation

Contemporary society

- 21.EC.6** individuals and groups in the community (e.g. through simple information texts, family histories, Dreaming stories, folk tales)
- 21.EC.7** some official and unofficial symbols used to represent Australia and Australians (e.g. national flag, anthem and coat of arms, flying kangaroo, boomerang, Vegemite)

- 21.EC.8** the diversity of Australians (e.g. people may look and speak differently from each other and come from a variety of backgrounds)
- 21.EC.9** important days and events celebrated by their family and local community.

In the early childhood band of development, students have opportunities to learn to:

- 21.EC.10** recognise Australia's shape (e.g. in images and on maps) and some of its places (e.g. relevant to students' experiences or classroom focus)
- 21.EC.11** find out about people's lives in the past by asking questions of people they know (e.g. find out what their parents' lives were like when they were children).

Markers of progress

By the end of the early childhood band of development, students have a sense of Australia's shape and geographical diversity. They describe the location of places that are familiar to them in the local community. They know that life was different for people in the past. They know that Indigenous Australians are the first inhabitants of Australia. They recognise some differences between and similarities in the people they know.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Geography

21.LC.1 a range of natural environments and features in Australia, how these have shaped Australia's settlement and development and how people have shaped these environments

21.LC.2 significant landmarks, places and population centres in Australia

History

21.LC.3 the ways Australia's Indigenous peoples lived prior to colonisation, including distribution across Australia, diversity of cultures, languages, customs, social organisations, technologies and land uses

21.LC.4 why Australia was colonised by Britain (e.g. context of colonisation, penal settlement)

21.LC.5 aspects of Australia from colonisation to Federation, including government (e.g. development of colonies and states, exploration and settlement, daily lives of a variety of people, significant individuals and groups)

Contemporary society

21.LC.6 cultural groups within Australian communities, including some features of their histories, customs and beliefs

21.LC.7 how cultural diversity, including Aboriginal and Torres Strait Islander cultures, have influenced national identity and community life in Australia over time

21.LC.8 images and symbols used to represent Australians and the values they reflect (e.g. Australian flags and anthems, bush to beach and urban imagery)

21.LC.9 the influences of Indigenous peoples on the valuing and naming of Australian places.

In the later childhood band of development, students have opportunities to learn to:

21.LC.10 identify and represent key features of places in Australia on maps

21.LC.11 interpret and construct timelines to sequence events

21.LC.12 access and interpret information from a range of sources (e.g. atlases, satellite images, primary and secondary historical sources, census data, media)

21.LC.13 explain current and past events using evidence from investigation.





Later childhood Band of development

Markers of progress

By the end of the later childhood band of development, students know that there are dynamic relationships between people and places in Australia. They access and interpret information from a range of sources to find out things about Australia that interest them. They locate some significant landmarks, places and population centres on a map of Australia. They understand that Australia has a long Indigenous history, which extends to the present day. They describe some events and people in the past that influenced the development of Australia as a nation. They know about some of the diverse cultural groups that make up contemporary Australian society. They access and interpret information from a range of sources.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Geography

- 21.EA.1** characteristics that make Australia unique (e.g. landforms, basins, climate, weather, resources, vegetation, flora and fauna, natural hazards, latitude and longitude)
- 21.EA.2** how the geography of Australia influences what people do to survive and prosper (e.g. where people live, the location of natural resources and the development of industries and cities)

History

- 21.EA.3** Indigenous perspectives of colonisation and how Indigenous peoples' lives were affected (e.g. impact of disease, frontier wars, dispossession and land disputes, differing experiences in different locations, increasing government control)
- 21.EA.4** past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, Great Depression, sporting heroes, role of women, mateship, larrikinism, White Australia policy, migration and multiculturalism, 1967 referendum)

Contemporary society

- 21.EA.5** the importance of 'country' to Australia's Aboriginal and Torres Strait Islander peoples (e.g. different ways individuals are related to the land)
- 21.EA.6** the factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends)
- 21.EA.7** the values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how these have changed over time (e.g. Australia Day, ANZAC Day)
- 21.EA.8** current issues and challenges facing the local community and Australian society.

In the early adolescence band of development, students have opportunities to learn to:

- 21.EA.9** use geographical language, tools and conventions to interpret and create representations of Australia's physical and human geography (e.g. a variety of maps, diagrams, images and data)
- 21.EA.10** sequence key historical events to create a narrative of a key period in Australian history
- 21.EA.11** find out about, discuss and evaluate historical events using appropriate genres, sources and evidence
- 21.EA.12** identify and suggest reasons for different perspectives in accounts of history and contemporary society.





Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students can locate and describe key features of Australia's landscape. They explain how geographical features influence where people live and what they do. They evaluate significant events in Australian history and explain their effects. They describe the changing rights of Indigenous peoples and other social groups in Australia. They understand that people from diverse cultures and backgrounds have shaped Australia as a nation. They describe aspects of Australian identity and how this can vary according to people's experiences and perspectives.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Geography

21.LA.1 natural and human processes that form and transform Australian environments over time (e.g. explanations of the origins of Australia, factors changing communities, geographical issues affecting Australian environments)

History

21.LA.2 how government policies have affected Indigenous peoples and their pursuit of citizenship rights

21.LA.3 the development of multiculturalism in Australia and changes in government policies on issues including immigration and their impact

21.LA.4 the events, people and movements that shaped the development of Australia (e.g. colonisation and expansion, development of governments, participation in major wars) and the contexts in which events and actions occurred (e.g. social and economic context, motivation and beliefs of individuals)

Contemporary society

21.LA.5 contemporary and future issues and challenges facing Australian society

21.LA.6 ways in which Australia is presented, nationally and internationally (e.g. stereotypes of Australian people and places).

In the later adolescence band of development, students have opportunities to learn to:

21.LA.7 select and apply geographical tools and processes (e.g. maps, graphs, photographs, flow charts, fieldwork, action research) to gather, interpret and present geographical information on Australia

21.LA.8 analyse sources, perspectives, theories and gaps in narrative accounts of Australia and Australians

21.LA.9 sequence historical events and relevant contextual information to explain and create narrative accounts of Australia and Australians.

Markers of progress

By the end of the later adolescence band of development, students gather, organise and evaluate geographical information about Australia. They use appropriate geographical information to describe significant features of Australia as a place and to identify significant changes to the land over time as a result of people's use. They evaluate and discuss significant developments in Australia's social, political and cultural history. They understand the experience of different cultural and social groups in Australia, including Indigenous peoples and their struggle for recognition and civil rights. They analyse a range of sources of information and significant events in their historical context to create explanations about Australia and Australians.



22

The student understands and values what it means to be a citizen within a democracy

Overview

This Essential Learning Achievement is about developing students' understanding of Australia's democratic society and commitment to participating in it as informed citizens. It focuses on three main aspects: features of Australia's representative democracy; principles that underpin democratic society; and active citizenship.

Understanding the features of Australia's representative democracy involves the examination of constitutional, parliamentary and legal systems to gain understandings about how Australia is governed and how particular institutions and processes contribute to building a cohesive and civil society. Features include: the ways in which individuals, groups and governments make decisions; the role of political parties; how parliaments are elected and governments are formed; levels and functions of government; and the role of the legal system.

Democratic principles have been developed throughout history and are expressed differently in democratic systems of government around the world. Such principles include: sovereignty of the people; distribution of power and authority; transparency and accountability of government; freedom of speech and of the media; independence of judicial institutions from government; respect for and equality before the law; civilian control of the military; and respect for diverse choices and views and citizens' rights and responsibilities. Understanding and valuing democratic principles involves consideration of how they are expressed and applied in Australia and in other places.

Active citizenship is about informed participation in civic life through democratic decision-making processes. Active citizens express their views and exert influence through representative groups and democratic processes. They participate in family, school and community activities for the common good, take appropriate individual and collective action on social and political issues and contribute to social cohesion in a diverse society.

22. The student understands and values what it means to be a citizen within a democracy

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the rights and responsibilities of individuals in a democratic society
- express personal views and contribute to the development of rules appropriately
- appreciate the individual and collective freedom inherent in a democracy
- develop an appreciation of the concept of 'the common good'.

Links to other Essential Learning Achievements

This Essential Learning Achievement is linked to a number of other Essential Learning Achievements—*The student understands about Australia and Australians*, *The student understands world issues and events*, *The student makes considered decisions*, *The student contributes to group effectiveness* and *The student acts with integrity and regard for others*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

Democratic features

- 22.EC.1** their personal rights and responsibilities in familiar contexts (e.g. school, home)
- 22.EC.2** the key purpose rules have in protecting people's rights and responsibilities (e.g. in the classroom and in the school) and in supporting the values that help communities live and work together (e.g. understanding, tolerance, respect, being included and including others)
- 22.EC.3** the concept of fair and unfair rules

Democratic principles

- 22.EC.4** voting as a key method for group decision-making in a democracy
- 22.EC.5** significant places where people come together to discuss issues and make decisions
- 22.EC.6** how and why people make decisions, and situations where people make decisions for themselves and situations where decisions are made on their behalf (e.g. class rules are designed collaboratively, but some school rules are predetermined)
- 22.EC.7** examples of how people work together to provide government services in familiar contexts

Active citizenship

- 22.EC.8** the contributions made in the school and local community by diverse groups (e.g. volunteers, community groups, parents, leaders, teachers and students)
- 22.EC.9** how people use narratives (e.g. Dreaming stories, fables) to teach community values and appropriate behaviours
- 22.EC.10** reasons people cooperate in groups.

In the early childhood band of development, students have opportunities to learn to:

- 22.EC.11** make decisions in groups to achieve common goals (e.g. contribute to the development of class rules)
- 22.EC.12** contribute to the formulation of agreed consequences for when people break rules and explore ways in which people can make amends
- 22.EC.13** participate in school events that celebrate and commemorate special local, community and national days (e.g. cultural events, sporting events, ANZAC Day).





Early childhood Band of development

Markers of progress

By the end of the early childhood band of development, students identify their rights and responsibilities as citizens within the class and the school. They know they have a right to express their views. They discuss the purpose of rules and understand there are consequences for breaking them. They take an active role in classroom and school activities and events in a responsible way. They identify the contributions of people in their school and local community and recognise leaders within those contexts. They understand that voting is a way that groups make decisions and they make some class and group decisions by voting.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

Democratic features

- 22.LC.1** why society has laws (e.g. the purpose of laws within a democracy in protecting people's rights), some rules and laws which relate to children and what happens when people break laws
- 22.LC.2** how the legal process plays an important role in protecting people's rights and key positions within the legal system (e.g. barrister, solicitor, judge)
- 22.LC.3** the three levels of government in Australia (i.e. local, state, federal)

Democratic principles

- 22.LC.4** Australia as a democracy and the values that are fundamental to a healthy democracy (e.g. the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association)
- 22.LC.5** the traditional methods of governance in Indigenous communities
- 22.LC.6** the role and purpose of having a constitution, elections, parliament, government, political parties, elected representatives and civic participation

22.LC.7 key civic terms used in Australia that have been inherited from other times and places (e.g. 'democracy', 'citizen', 'government' and 'parliament')

22.LC.8 the concepts of community service, power and leadership, including why we have leaders, what good leaders do and the qualities of an effective leader

22.LC.9 the right of people to be different within the rule of the law

22.LC.10 the influence of different types of rule on people's lives (e.g. absolute monarchy, democracy) and that, when Australians travel overseas, the laws of the other countries apply to them

Active citizenship

- 22.LC.11** the influence of significant individuals and events on the development of democracy in Australia (e.g. Henry Parkes, Federation)
- 22.LC.12** how shared values can help people resolve conflict or achieve consensus between diverse views (e.g. understanding, tolerance, inclusion, respect)
- 22.LC.13** the range of ways in which people work together to contribute to civil society
- 22.LC.14** ways in which citizens are influenced by and can influence decisions, events and movements, considering relevant local, state, regional or global examples.





Later childhood Band of development

In the later childhood band of development, students have opportunities to learn to:

- 22.LC.15** identify and exercise personal rights and responsibilities within their school and community
- 22.LC.16** participate in activities that celebrate diversity and support social cohesion (e.g. Harmony Day, Reconciliation, Racism No Way, Seniors Week)
- 22.LC.17** contribute effectively to representative groups in familiar contexts (e.g. student representative council)
- 22.LC.18** consider whether laws and likely sanctions are fair and appropriate for all people in all situations (e.g. whether punishment is always appropriate when a law is broken)
- 22.LC.19** access and evaluate the range of media and ICT as sources of information for active, informed citizens.

Markers of progress

By the end of the later childhood band of development, students identify the key features of democratic societies and know that Australia is a democracy. They understand their rights and responsibilities in a democratic society and engage with these within their school and local community. They understand the need to have rules and laws in communities and identify consequences when these are broken. They understand the role and purpose of elections, parliament and government. They recognise that they have a responsibility to be informed and active citizens of their school and local community and what this involves. They recognise leaders and leadership qualities among their class members and peers.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

Democratic features

- 22.EA.1** the purpose of democratic civil society and the origins of law and democracy, including comparison of governments in ancient societies with contemporary Australia
- 22.EA.2** features of Australia's representative democracy, including the purpose of the Australian Constitution, the difference between parliaments and governments, elections, how governments are formed, roles of elected representatives, functions and services provided by the three levels of government and the roles of courts
- 22.EA.3** how laws and courts protect democratic rights and freedoms, impact on people's lives and change to reflect community values
- 22.EA.4** key events and ideas in the development of Australian self-government and democracy (e.g. governors representing the British monarchy, representative democracy)
- 22.EA.5** the values that underpin a diverse society and how these are demonstrated in the local community (e.g. care, compassion, integrity, respect, fair go, tolerance, inclusion)
- 22.EA.6** the influence of international agreements on Australian law

Democratic principles

- 22.EA.7** the principles and institutions that underpin Australia's representative democracy and civil society (e.g. parliament, free and fair elections, political parties, secret ballot, head of state)
- 22.EA.8** the ways in which people's attitudes and actions influence the social cohesion of a community and contribute to the achievement of a democratic civil society

Active citizenship

- 22.EA.9** the civic values, rights and responsibilities of Australian citizens
- 22.EA.10** ways in which governments make decisions and how these decisions impact on people
- 22.EA.11** the responsibilities of global citizenship for individuals, organisations and governments (e.g. international aid, refugees, environmental cooperation, peacekeeping)
- 22.EA.12** ways in which individuals and non-government organisations can contribute to and influence representative bodies, including government
- 22.EA.13** ways to become involved in, or influence, representative groups in the school or community (e.g. a campaign to raise awareness about a significant issue, elections).





Early adolescence Band of development

In the early adolescence band of development, students have opportunities to learn to:

- 22.EA.14** investigate the contributions of people and groups who have helped achieve civil and political rights in Australia through historical and contemporary examples (e.g. Alfred Deakin, William Spence, Vida Goldstein, Pearl Gibbs)
- 22.EA.15** compare democratic and non-democratic systems of government
- 22.EA.16** express their own viewpoints on issues and contribute to class and group decision-making.

Markers of progress

By the end of the early adolescence band of development, students understand the rights and responsibilities associated with being a citizen in Australia and know about some ways they can contribute as global citizens. They identify the roles and principles of key institutions underpinning democracy in Australia and understand the role of each level of government. They understand that laws exist to protect rights and freedoms in a democracy and there are differences between democratic and non-democratic forms of government. They describe the general process of elections and how governments are formed. They know about ways that individuals, groups and organisations can influence decisions and engage in school or community activities that demonstrate this understanding.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

Democratic features

- 22.LA.1** significant features of democracy in Australia, including parliamentary elections, government accountability and the role of political parties
- 22.LA.2** the power, responsibilities and influence exercised by political leaders and elected representatives
- 22.LA.3** the role of government in developing policy and formulating legislation
- 22.LA.4** the Australian Constitution as the legal framework for Australia's system of law and government
- 22.LA.5** different types of laws that protect people's rights (e.g. statute law, common law, Indigenous customary law)

Democratic principles

- 22.LA.6** the principles of sovereignty of the people, common good and separation of powers
- 22.LA.7** the concepts of justice and law, including independence of the judiciary, equality before the law, presumption of innocence, the right of appeal and restorative justice
- 22.LA.8** how majority rule is balanced with respect for minorities in the exercise of democratic power and civic decision-making

Active citizenship

- 22.LA.9** changes in Australian citizenship over time and reasons why people choose to become Australian citizens
- 22.LA.10** the influence of key people, events and ideas in Australia's development as an independent, self-governing democracy from colonisation to the present
- 22.LA.11** people, movements and events that have enhanced the achievement of civil and political rights for specific groups of Australians (e.g. women's rights to vote and equal pay, human rights and equal opportunity policies)
- 22.LA.12** ways in which citizens can influence government.

In the later adolescence band of development, students have opportunities to learn to:

- 22.LA.13** compare the features of other democracies to those of Australia
- 22.LA.14** reflect on their rights and responsibilities as young adults and consider ways in which people, individually and collectively, make decisions and contribute to the common good (e.g. contact a local member of parliament, take informed civic action on issues)
- 22.LA.15** identify acts of racism and prejudice as constituting discrimination and participate in ways to prevent and counter these.





Later adolescence Band of development

Markers of progress

By the end of the later adolescence band of development, students understand the key principles and features of democracy in Australia. They describe their rights and responsibilities as young Australians to contribute to a democratic society. They understand the role of the Constitution, law and government and know how to vote in Australian elections and referendums. They know Australia's system of government is similar to and different from other democracies and evaluate Australia's role in the global community. They understand that as local, national and global citizens they can effect change by actively engaging in individual and collective civic action.

22. The student understands and values what it means to be a citizen within a democracy



23

The student understands world issues and events

Overview

This Essential Learning Achievement is about developing students' capacity to identify and evaluate past, present and future political, cultural, social and environmental issues and events that shape the world. It involves examining the geographical, historical and cultural contexts in which such issues and events occur.

Understanding world issues and events involves: understanding the relationships between actions, motives and intentions; recognising that people make decisions and take actions that shape their own and other societies; recognising the relationships between societies; identifying the perspectives that surround global issues and events; and distinguishing between immediate, underlying and multiple causes and between short- and long-term consequences.

Understanding the geographical context in which world issues and events occur involves: identifying where people and places are located in the world; examining the physical and human aspects of places; understanding how these aspects change or persist over time; and recognising how people and places interrelate.

Understanding the historical and cultural context in which world issues and events occur involves: finding out about features of cultures from societies around the world; recognising that human societies change, yet depend on continuity; and examining attempts to change or conserve social, political, religious and cultural aspects of societies. Investigating significant world issues and events that have occurred in the past builds understanding about the causes and effects of issues and events in the world occurring now and in the future.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the diversity of peoples, cultures, societies, environments, languages and beliefs in the world
- respect the perspectives, beliefs and achievements of people in different times and places and value their heritage
- appreciate the links between Australia and countries in the Asia-Pacific region
- appreciate the world events that have shaped our lives today.

Links to other Essential Learning Achievements

The Essential Learning Achievement links to—*The student understands and applies the inquiry process*, as the tools of historical inquiry help build a deep understanding of world events and issues. This Essential Learning Achievement also links to—*The student communicates with intercultural understanding*, *The student understands about Australia and Australians* and *The student acts for an environmentally sustainable future*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

World issues and events

- 23.EC.1** things that happen in the world beyond their local area (e.g. from the media and people they know)
- 23.EC.2** past and present world events that are of interest or significance (e.g. to themselves, members of their family and their class)

Geographical context

- 23.EC.3** the globe as a representation of the Earth and distinctive landscapes and places (e.g. land masses, water)
- 23.EC.4** some differences between Australia and places they talk about (e.g. climate, landscape, housing, population)

Historical and cultural context

- 23.EC.5** ways people live differently in different places (e.g. food, features of culture, language and religion, schooling, clothing, access to resources)
- 23.EC.6** ways in which Australians, including young people, are connected to other people and places (e.g. families, travel, trade).

In the early childhood band of development, students have opportunities to learn to:

- 23.EC.7** locate places on a globe where significant issues and events are occurring
- 23.EC.8** gather information about some past and present world events (e.g. from family members, media)
- 23.EC.9** recognise the traditions, practices, customs and celebrations of the different members of their class and locate where in the world these come from.

Markers of progress

By the end of the early childhood band of development, students recognise that important events are occurring in places that are far away from where they live. They know that the world is made up of different countries, people and places. They know important events happened in the world before they were born and that some of these helped shape the world in which they live now.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

World issues and events

- 23.LC.1** significant world events and how they affect people's lives in different places (e.g. natural disasters, war)
- 23.LC.2** some of the links between people in Australia and other countries in the Asia-Pacific region that relate to current issues and events (e.g. family, social, political, economic)
- 23.LC.3** how present and future global issues and events may impact on people in Australia and Asia (e.g. environment, health, conflict)
- 23.LC.4** some of the causes of extreme poverty in the world today and the ways people support international charity organisations to provide aid

Geographical context

- 23.LC.5** significant geographic areas (e.g. deserts, seas, continents) and reference points in the world (e.g. countries, capital cities, the equator, poles)

Historical and cultural context

- 23.LC.6** how issues and events that are happening in the world are connected to things that happened in the past
- 23.LC.7** features of cultures and societies relating to world issues and events

- 23.LC.8** how different people can have different values and beliefs in different times and places.

In the later childhood band of development, students have opportunities to learn to:

- 23.LC.9** locate places and geographic features on world maps (e.g. in the Asia-Pacific region)
- 23.LC.10** ask historical questions (e.g. who, what, when, where, why, how)
- 23.LC.11** develop a timeline that indicates significant world events that are connected to one another
- 23.LC.12** discuss and provide opinions on current and past global issues and world events, considering some different perspectives.

Markers of progress

By the end of the later childhood band of development, students explain the significance of particular world events by identifying who was involved, what happened, where the events happened and what consequences followed. They locate key features, such as continents, cities and geographic areas, where issues and events occur. They identify connections between current world issues and events and others that have occurred in the past.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

World issues and events

- 23.EA.1** the causes and effects of significant world events and their connections to current issues
- 23.EA.2** global inequalities and different life opportunities and some of their causes and effects
- 23.EA.3** the role of the United Nations and international care organisations in world affairs, issues and events
- 23.EA.4** how Australians are connected to other people in the Asia-Pacific region and the world (e.g. economic, political and cultural links)

Geographical context

- 23.EA.5** the origins of conflicts around the world based on geography (e.g. availability of natural resources)

Historical and cultural context

- 23.EA.6** the main features of some ancient and medieval societies and their relevance for contemporary societies (e.g. ancient civilisations of Greece, Egypt, Rome or China or medieval societies of England, Europe, Asia)
- 23.EA.7** the roles of women in different societies and periods of time relating to world issues or events

- 23.EA.8** the key values of some of the major belief systems in the world (e.g. major religions, ideologies) and their relevance for contemporary issues and events.

In the early adolescence band of development, students have opportunities to learn to:

- 23.EA.9** locate places on a world map where significant issues and events are occurring and identify their geographical features using geographical language (e.g. scale, grid references, legends, latitude and longitude)
- 23.EA.10** use a range of historical sources to investigate world issues and events (e.g. eyewitness accounts, media, images, books, journals, newspapers, census data, artefacts)
- 23.EA.11** compare and contrast representations of a current issue or event in the media
- 23.EA.12** engage in 'what if' discussions about how an issue or event might have unfolded differently if people had chosen a different course of action.





Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students explain why significant events in the world occurred in the past and the consequences that followed. They evaluate different historical interpretations and perspectives of the same issues and events and draw conclusions about these. They recognise that major events in the world happen as a result of people's actions and decisions. They use geographical language to locate different places on a world map.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

World issues and events

- 23.LA.1** significant world movements and conflicts in the 20th and 21st centuries (e.g. political ideologies, feminism, decolonisation, civil rights, revolutions, wars) and the key people who shaped events (e.g. Nelson Mandela)
- 23.LA.2** significant social justice or human rights issues around the world
- 23.LA.3** the role of international agreements and organisations in protecting human rights
- 23.LA.4** human agency as a significant factor in world issues and events

Geographical context

- 23.LA.5** the relationship between geographical context and particular world issues and events (e.g. the location of water or oil, the rise in sea levels)

Historical and cultural context

- 23.LA.6** Australia's relationship with other nations and the influence of regional and global issues and events on these relationships (e.g. military alliances, trade partnerships, independence movements)

- 23.LA.7** the influence of past international events on governments in Australia (e.g. rise and decline of Communism, colonisation of East and West Papua).

In the later adolescence band of development, students have opportunities to learn to:

- 23.LA.8** analyse and explain different perspectives on a significant world issue or event
- 23.LA.9** interpret people's motives and actions in order to understand a current world issue or event in depth, considering different perspectives or bias in accounts
- 23.LA.10** evaluate and use a range of historical and geographical sources to construct reasoned explanations about world events in the past.

Markers of progress

By the end of the later adolescence band of development, students explain the causes and effects of significant world issues or events from the past and draw parallels to present-day issues or events. They describe significant people, human conflicts and social, political and cultural movements and explain how they have impacted on today's world. They understand the concept of human agency in describing how people's actions and motives have influenced world events.



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24

The student makes informed choices about money and finance

Overview

This Essential Learning Achievement is about consumer and financial literacy—the application of knowledge, understandings, skills and values in consumer and financial contexts and the related decisions that impact on self, others, the community and the environment. In particular, the Essential Learning Achievement is focused on developing the capacity of students to take personal responsibility for making informed consumer choices and for managing their own finances.

People make consumer and financial decisions in the light of their own short- and long-term needs, wants, values, goals and life choices. For children and young people, these decisions are generally made within personal, family and social, rather than school, contexts. Younger students have limited spheres of choice but, as they become adolescents, they are likely to experience increasing opportunities to make a larger range of purchases, engage in part-time employment or enterprises and develop financial plans for the future. The purpose of this Essential Learning Achievement is to prepare students, through learning at school, to make informed choices about money and finance as they arise in life situations.

Making *informed* choices about money and finance involves knowledge and understandings about: the nature and forms of money and how money is used; income, spending, saving and investment; types of financial transactions and the roles of financial institutions; planning purchases and budgeting; the possible consequences of different consumer and financial choices; value for money; consumer rights and responsibilities; responsible borrowing and lending; and risks associated with impulse buying, credit and gambling.

Making informed *choices* about money and finance involves: skills in budgeting and in accessing, analysing and applying consumer and financial information; enterprise in using initiative, building financial capacity and managing risk; and care and responsibility in making consumer and financial decisions, considering consequences and behaving ethically in financial dealings.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- develop a willingness to take personal responsibility for spending decisions and use of credit
- develop an attitude of being assertive and ethical as a consumer
- appreciate the need for individual and social responsibility as a consumer
- value honesty and integrity in financial dealings
- develop a disposition to plan for the future (e.g. by setting personal financial goals and budgeting for income, saving and spending)
- develop an attitude of enterprise and initiative (e.g. by seeking opportunities to maximise the financial well-being of self and others)
- develop a positive attitude towards supporting charitable work (e.g. through volunteering, fundraising or donating).

Links to other Essential Learning Achievements

This Essential Learning Achievement is linked to—*The student makes considered decisions*, as a significant context for applying decision-making processes; *The student acts with integrity and regard for others*, through ethical and moral considerations in consumer and financial dealings; and *The student understands and applies number*, in understanding and applying consumer and financial information.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 24.EC.1** forms of money (e.g. coins and notes, plastic cards)
- 24.EC.2** barter and money as ways of exchanging goods and services (e.g. barter as direct exchange, advantages of money as a more flexible medium of exchange)
- 24.EC.3** the meaning of prices (e.g. the amount of money you need to buy particular goods and services)
- 24.EC.4** differences between needs and wants (e.g. basic human needs of food, clothing and shelter, wants such as particular toys or games for entertainment)
- 24.EC.5** the concepts of spending and saving money (e.g. when you spend money you don't have it anymore, saving money means delaying spending and accumulating money for future needs and wants)
- 24.EC.6** the difference between giving and lending (e.g. situations in which each occurs and the need to be clear to avoid disputes).

In the early childhood band of development, students have opportunities to learn to:

- 24.EC.7** recognise Australian coins and notes
- 24.EC.8** use money to buy basic goods and services (e.g. identify price and money at hand, check change given)
- 24.EC.9** compare prices of similar items
- 24.EC.10** order spending preferences.

Markers of progress

By the end of the early childhood band of development, students recognise money at least as coins and notes. They explain reasons why they need or want basic goods and services. They know that money is used to buy goods and services and that the price is the amount of money that must be paid. They understand that when they spend money they no longer have it and that they can save money. They understand the difference between giving and lending.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 24.LC.1** common forms of money (e.g. coins, notes, EFTPOS, credit cards, cheques)
- 24.LC.2** benefits of saving (e.g. storing and building wealth for future needs and wants, interest earned on deposits in savings accounts)
- 24.LC.3** factors to consider when making purchasing decisions (e.g. needs, wants, function, cost, quality, income, savings)
- 24.LC.4** the influences of advertising and peers on purchasing choices
- 24.LC.5** basic consumer rights and responsibilities (e.g. people have the right to receive goods that meet health and safety standards and people have the responsibility to pay on time and repay borrowings)
- 24.LC.6** basic services offered by banks or similar financial institutions (e.g. savings accounts, debit and credit cards, cheque accounts, loans)
- 24.LC.7** individuals and families having limited incomes and needing to plan their spending and saving
- 24.LC.8** why people fundraise and donate money.

In the later childhood band of development, students have opportunities to learn to:

- 24.LC.9** reflect on their own needs and wants in relation to spending priorities and choices (e.g. explore clear and not so clear differences between needs and wants, such as a need for clothing but a want for a particular brand of clothing)
- 24.LC.10** make short-term saving plans or simple budgets
- 24.LC.11** compare goods and services (e.g. functions, features and prices) and make judgements about value for money
- 24.LC.12** identify and use information on product labelling (e.g. amount, ingredients, health and safety information) and sales receipts (e.g. price charged, warranty)
- 24.LC.13** explore opportunities that may contribute to income (e.g. class fundraising activity).

Markers of progress

By the end of the later childhood band of development, students understand that money has value as a medium of exchange and recognise some of its common forms. They know that purchasing involves making choices in relation to their needs and wants, prices and value for money. They understand that saving money means forgoing spending in order to satisfy future needs and wants. They know the basic services offered by banks and how families use them to manage their finances. They understand why people raise and donate money to help others in need.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 24.EA.1** the benefits of personal financial planning (e.g. short- and long-term planning to meet needs and wants; managing income, spending and saving)
- 24.EA.2** the range of factors that affect consumer choice (e.g. needs and wants, income, advertising and peer influence, price and quality of products, price variation and the benefits of shopping around)
- 24.EA.3** consumer rights, responsibilities and protection (e.g. basic elements of a contract, consequences of breach of contract, requirements to provide accurate information to consumers and sell products that meet health and safety standards, consumer protection and dispute resolution services)
- 24.EA.4** main functions and services of banks and other financial institutions
- 24.EA.5** obligations involved in borrowing and interest as a cost of borrowing
- 24.EA.6** the role of government in providing goods and services to meet citizens' needs, funded through taxation (e.g. schools and health services, consumer protection services, police, legal services, social welfare)

24.EA.7 the role of business and industry, including banks and financial institutions, in providing goods and services which generate profits

24.EA.8 the role of charitable organisations and volunteers in supporting people in need, and that businesses sometimes donate funds for community activities and charities.

In the early adolescence band of development, students have opportunities to learn to:

- 24.EA.9** evaluate a range of consumer information and justify purchasing choices (e.g. product appraisals, advertising claims, comparative prices, value for money, warranties, additional costs and charges)
- 24.EA.10** develop savings plans to achieve short- and long-term goals
- 24.EA.11** construct, evaluate and modify simple budgets and keep financial records
- 24.EA.12** consider opportunities for generating income (e.g. develop a plan for a fundraising activity or small business enterprise).





Early adolescence Band of development

Markers of progress

By the end of the early adolescence band of development, students understand the need to manage their income and spending and to develop savings plans for future purchases or events. They access and evaluate information about goods and services to justify purchasing choices. They know that financial institutions offer a range of services, either free or attracting charges. They understand that people have different forms and levels of income, spending priorities and standards of living. They recognise that government, citizens and charitable organisations have roles in supporting people in need.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 24.LA.1** their rights and responsibilities as consumers (e.g. consumer protection legislation, legal basis of contracts, obligations associated with borrowing, consumer dispute resolution options)
- 24.LA.2** responsible borrowing and use of credit (e.g. types of loans, simple and compound interest charges, repayment obligations, interest-free periods, reward schemes, fees and charges, mobile phone contracts)
- 24.LA.3** superannuation as a form of saving for the future
- 24.LA.4** income (e.g. income is derived from employment, investments, government payments and gifts) and wealth (e.g. wealth creation through business ventures and investment; relationship between risk and return on investment)
- 24.LA.5** competition in the marketplace and between financial institutions in the services they offer (e.g. price competition and discounts, the benefits of shopping around)

24.LA.6 consumer and financial advice as having varying accuracy and impartiality (e.g. consumers are able to check for professional accreditation and access government and consumer agencies; recognise vested interests, financial scams, illegal and misleading promotion and selling methods)

24.LA.7 the risks associated with impulse buying, Internet purchasing, credit, debt, payment contracts and gambling.

In the later adolescence band of development, students have opportunities to learn to:

- 24.LA.8** prepare personal and family budgets and keep financial records (e.g. use ICT spreadsheets and Internet tools to identify fixed and variable expenses, calculate interest and repayments, keep records of income and expenses for tax purposes, monitor personal budget outcomes)
- 24.LA.9** develop a long-term plan for a major purchase (e.g. planning the steps to buy a car or undertake an overseas trip)
- 24.LA.10** use research and critical thinking to make informed consumer choices (e.g. evaluate different methods of payment, access and evaluate information on goods and services, recognise illegal and misleading promotion and selling methods)





Later adolescence Band of development

- 24.LA.11** make considered financial decisions and generate options for addressing personal financial challenges, including assessing risks associated with impulse buying, Internet purchasing, credit, debt, payment contracts and gambling
- 24.LA.12** recognise opportunities to generate income and wealth, and the risk management of those opportunities (e.g. assess the advantages and disadvantages of financial ventures, develop personal financial plans that show initiative and manage risk).

Markers of progress

By the end of the later adolescence band of development, students use research, critical thinking and problem-solving skills to make informed consumer choices and financial decisions. They access and evaluate consumer and financial information to inform planning. They understand the main elements of personal financial planning, the importance of saving and the consequences of poor financial management. They know how to prepare budgets and keep records to manage personal finances. They understand their consumer rights and responsibilities and the risks associated with impulse buying, Internet purchasing, credit, debt, payment contracts and gambling.



25

The student designs, makes and appraises using technology

Overview

This Essential Learning Achievement is about designing, making and appraising practical solutions that respond to identified opportunities, problems, needs or enterprising ideas. Using technology involves selecting and applying practical skills, techniques, tools and materials to create design solutions. It is based on the design process in which students are given design challenges and encouraged to think creatively about a range of practical solutions. Understanding both the design process and the use of a variety of available technologies helps people evaluate, manage, shape and modify their environment to improve quality of life.

The design process involves the steps of: analysing needs and problems; establishing criteria for evaluating the success of a solution; researching; generating creative ideas; experimenting and testing ideas; managing risk and resources; applying practical skills and techniques to produce design solutions; and appraising solutions against the established criteria. The technologies used to create design solutions may be traditional, current, developing or emerging.

Design solutions can relate to products, systems and built environments. Design solutions for products may be objects and artefacts, such as those used in fashion, food, agriculture, horticulture and manufacturing industries. Design solutions for systems relate to processes for creating, communicating and managing. They are important in many areas of life and work, particularly in engineering, information and communication, manufacturing and service industries. Design solutions for built environments relate to the use of space and materials, such as those used in architectural, structural, interior and landscape design.

Attitudes and values

In this Essential Learning Achievement, students have opportunities to:

- appreciate the place of creativity, innovation and enterprise in the design process
- develop a commitment to occupational health, hygiene and safety
- develop a commitment to responsible selection and use of technology
- appreciate ethical and moral considerations relevant to design solutions.

Links to other Essential Learning Achievements

A number of other Essential Learning Achievements relate to this one in different ways. Application of the design process involves aspects of—*The student uses a range of strategies to think and learn*, *The student makes considered decisions* and *The student understands and applies the inquiry process*.

The development and application of practical skills and techniques are likely to involve learning in—*The student understands and applies number*, *The student chooses and uses measures*, *The student recognises and represents patterns and relationships* and *The student understands and applies scientific knowledge*.

Other Essential Learning Achievements provide contexts for applying the design process—*The student takes action to promote health*, *The student is physically skilled and active* and *The student acts for an environmentally sustainable future*.

Use of computers is one example of significant technological development. As such, this Essential Learning Achievement is closely linked to—*The student uses Information and Communication Technologies effectively*.



Early childhood Band of development

Essential content

In the early childhood band of development, students have opportunities to understand and learn about:

- 25.EC.1** designing, making and appraising objects and built environments (e.g. models, dioramas, toys, simple machines, props and sets for performances, displays, learning areas, play spaces, gardens)
- 25.EC.2** features of familiar products designed for particular uses and purposes
- 25.EC.3** features of built environments around them and how they have been designed and built by assembling and arranging components for particular purposes (e.g. classroom, playground, houses and community facilities).

In the early childhood band of development, students have opportunities to learn to:

- 25.EC.4** design and make drawings, structures and models by experimenting with ideas and a variety of materials, tools and techniques
- 25.EC.5** initiate and contribute to design ideas (e.g. suggest ideas for a class design project, comment on strengths and limitations of design ideas, make and present drawings, contribute to a display)
- 25.EC.6** choose and use a range of classroom materials and tools to make products

25.EC.7 use materials and tools safely

25.EC.8 talk about and explain their own designs and products, and the technologies, products and built environments they use at school, at home and in the community.

Markers of progress

By the end of the early childhood band of development, students develop design ideas through trial and error, drawing and modelling. They use a range of common classroom materials and equipment to make or model products. They explain their design ideas and choices of techniques and materials to make them. They talk about what they like and dislike about familiar products and built environments and describe their design features in relation to intended uses or purposes.





Later childhood Band of development

Essential content

In the later childhood band of development, students have opportunities to understand and learn about:

- 25.LC.1** the design process (e.g. identifying needs and wants; clarifying the design task; generating, recording and experimenting with ideas; selecting and using materials and tools; making a product or built environment; and evaluating the design solution)
- 25.LC.2** basic properties of materials used in familiar products and built environments (e.g. paper products, fabric, paint, wood, metals, plastics and concrete)
- 25.LC.3** historical developments in familiar technologies and how they have impacted on people's lives (e.g. transport, communications, preservation and cooking of foods, lighting and heating).

In the later childhood band of development, students have opportunities to learn to:

- 25.LC.4** develop a design by generating, testing and refining ideas, and selecting and experimenting with tools, techniques and materials to create a functional design solution

- 25.LC.5** record, evaluate and present their design ideas and solutions (e.g. explain their design—factors considered, choices of materials, tools and techniques, problems encountered and modifications made—and evaluate the strengths and weaknesses of their design solution)
- 25.LC.6** follow a procedure to make a product (e.g. models, constructions, cooking)
- 25.LC.7** use materials and tools safely and take care of equipment
- 25.LC.8** evaluate a product or built environment against its intended uses or purposes.

Markers of progress

By the end of the later childhood band of development, students use a design process to make a product or built environment for a particular purpose. They construct drawings, models or procedures to develop, modify and communicate their design ideas. They choose and safely use appropriate tools, techniques and materials to implement their design. They appraise their design, explaining factors considered, problems encountered, decisions made and how well it works. They know about some of the developments in familiar technologies and describe some of the effects of these on people's lives.





Early adolescence Band of development

Essential content

In the early adolescence band of development, students have opportunities to understand and learn about:

- 25.EA.1** the design process (e.g. understanding design criteria; researching, generating and testing ideas; selecting and using tools, materials and processes; producing and evaluating solutions)
- 25.EA.2** properties of different materials used in particular areas of technology (e.g. food ingredients, fabrics, construction materials, electronic components)
- 25.EA.3** functions of tools and processes, and safety in their use and storage
- 25.EA.4** technical language associated with materials, equipment and processes
- 25.EA.5** how and why particular products, systems or built environments have been developed and their impacts on people's lives and society.

In the early adolescence band of development, students have opportunities to learn to:

- 25.EA.6** work independently or in collaboration with others to create design solutions according to specified design criteria
- 25.EA.7** use a design portfolio to record and evaluate design ideas and decisions (e.g. use ICT to plan, develop and document design projects)

25.EA.8 develop and apply practical skills and techniques to construct products to specified criteria and to modify their designs and production processes, as necessary

25.EA.9 use a range of tools, materials and processes appropriately and safely (e.g. handling and storing materials, safe lifting practices and use of electrical appliances)

25.EA.10 evaluate potential risks in the products or processes they design and plan to manage these risks.

Markers of progress

By the end of the early adolescence band of development, students undertake design projects according to specified design criteria. They select and use suitable tools and materials and apply practical skills and techniques to create a product based on their design brief. They use a range of tools, materials and processes appropriately and safely. They understand and use technical language associated with particular materials, equipment and processes. They identify factors they have taken into account and evaluate their own design. They describe the development of particular technologies and their impacts on people's lives and society.





Later adolescence Band of development

Essential content

In the later adolescence band of development, students have opportunities to understand and learn about:

- 25.LA.1.** the design process (e.g. identifying needs and opportunities in establishing design criteria; planning and managing time, resources and risk; evaluating design ideas and procedures; appraising design solutions against criteria)
- 25.LA.2** factors affecting design (e.g. function, form, end user context, quality, trends, resource availability, safety)
- 25.LA.3** care in the use and storage of materials and equipment
- 25.LA.4** technical language needed to describe, explain and evaluate design concepts and processes.

In the later adolescence band of development, students have opportunities to learn to:

- 25.LA.5** create a design solution to meet an identified opportunity or need
- 25.LA.6** plan resource requirements and timelines for completing a design project
- 25.LA.7** document and evaluate decisions made throughout the design process
- 25.LA.8** choose and use appropriate tools, materials and techniques to create a design solution

- 25.LA.9** assess risks and manage the safe use of materials and equipment
- 25.LA.10** appraise the design solution to assess how well it meets design criteria and identified needs.

Markers of progress

By the end of the later adolescence band of development, students resolve design problems by identifying needs and opportunities, and creating and evaluating design solutions. They plan design solutions, taking into account design criteria, timelines, availability and cost of resources, and selection of suitable tools, materials and techniques. They create their design solutions, applying appropriate practical skills and managing risk when using tools, materials and processes. They evaluate and modify their ideas and procedures as necessary, and appraise design solutions to assess how well they meet the design criteria.



