

Every chance to learn

Curriculum framework for ACT schools
Preschool to year 10

Early Adolescence

Essential Learning Achievements



Education and Training

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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

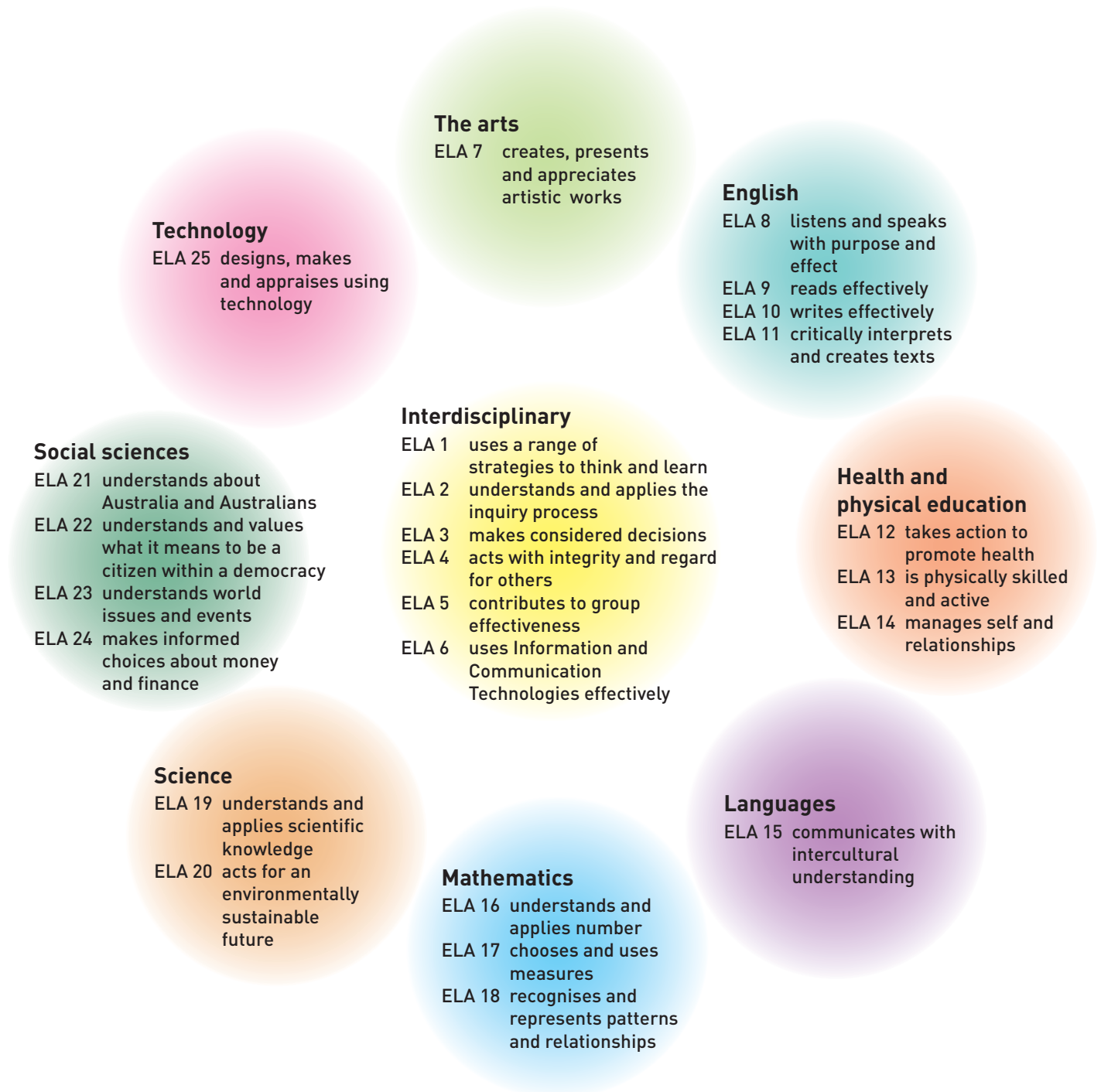
Schools need to provide all students with sustained opportunities to develop their literacy and numeracy capabilities. All teachers have a responsibility to develop students' capabilities to read and write texts and use mathematical concepts and skills associated with learning in a particular subject 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.

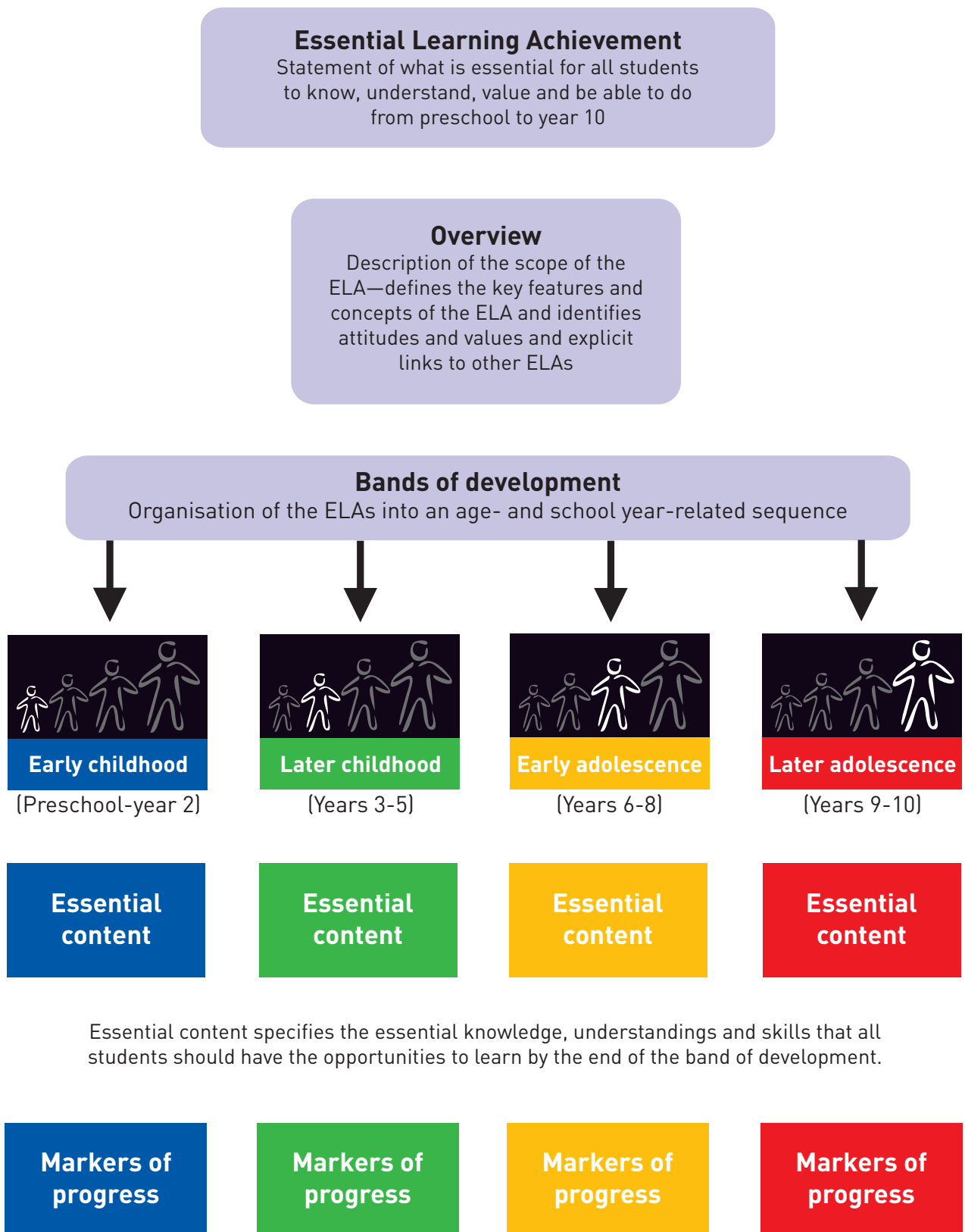
Some students who are particularly talented in an Essential Learning Achievement may make exceptional progress and demonstrate achievement of the markers of progress well before the end of the band of development. The school curriculum will extend and enrich learning for these students.

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.

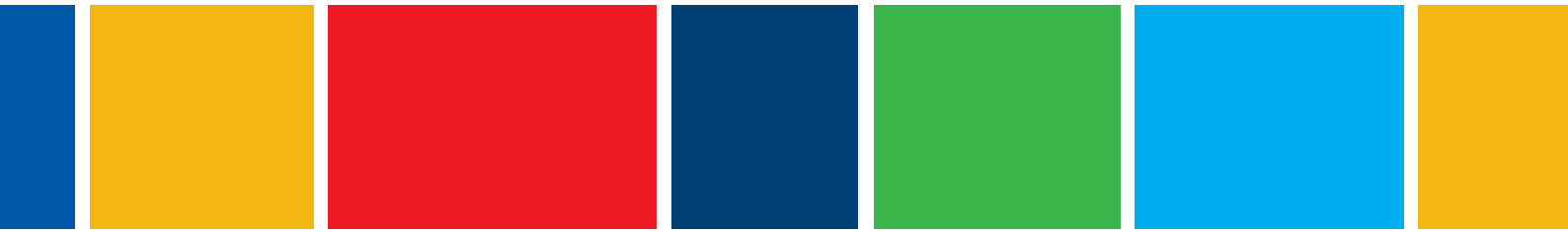
Reporting fosters partnerships between parents, students and teachers, as well as providing a formal record of each student's learning progress and achievement. Reporting student achievement provides a measure of a school's accountability for its students' learning outcomes. Schools have a responsibility 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.

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



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 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.



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.

2. The student understands and applies the inquiry process



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 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.



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 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.



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.

4. The student acts with integrity and regard for others



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 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.



5

5. The student contributes to group effectiveness

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 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.



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.

6. The student uses Information and Communication Technologies effectively



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.

6. The student uses Information and Communication Technologies effectively





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





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.



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

7. The student creates, presents and appreciates 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 adolescence Band of development

Essential content

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

- 7.EA.1** the ways in which artists develop ideas and feelings through artistic works
 - 7.EA.2** technical terms (e.g. elements, concepts, forms) and structural principles (e.g. composition, perspective) appropriate to the art form
 - 7.EA.3** techniques for safe practice appropriate to the art form (e.g. warming up, safe use of equipment)
 - 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
 - 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).
- In the early adolescence band of development, students have opportunities to learn to:
- 7.EA.6** experiment with skills, techniques and materials to produce artistic works in particular styles and mediums
 - 7.EA.7** create artistic works designed to elicit a response from an audience through exploration of subject matter of personal and social interest
 - 7.EA.8** discuss the different ways artistic elements and concepts are used to convey meaning
 - 7.EA.9** plan, prepare and present artistic works for particular occasions and audiences, and evaluate them
 - 7.EA.10** reflect critically on the artistic works of others, including their peers, using specific criteria and the language of the art form
 - 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
 - 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.





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.



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

8. The student listens and speaks with purpose and effect



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 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.



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 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.



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 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.



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

11. The student critically interprets and creates texts



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 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.



12

The student takes action to promote health

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 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.



13

The student is physically skilled and active

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 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 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.



14

The student manages self and relationships

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 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.



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.

15. The student communicates with intercultural understanding



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 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.



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 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.



17

The student chooses and uses measures

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 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.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.



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 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.



19

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.

19. The student understands and applies scientific knowledge



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 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.



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 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.



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.

21. The student understands about Australia and Australians



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 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.



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 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.



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 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.



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.

24. The student makes informed choices about money and finance



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 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.



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.

25. The student designs, makes and appraises using technology



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 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.



