Models for curriculum and assessment

The planning models demonstrate a variety of approaches that schools can use to:
- identify the Essential Learnings to be targeted in units of work
- identify the assessable elements and suggested assessment evidence
- align curriculum within and across junctures.

The models could be used in a variety of ways, e.g. to plan curriculum intent for a two-year period, or to record the curriculum that was implemented through negotiation with students. Consider using by KLA, or through an integrated (or connected) approach.

The attached document presents one example of how the models could be used. Other examples, as well as blank templates, are available from the QSA website <www.qsa.qld.edu.au>.

Other planning and auditing resources

The QSA website <www.qsa.qld.edu.au> has a range of resources to help schools plan and audit their curriculum.

APEL is a QSA developed software application to help teachers audit their curriculum and plan units of work using the Essential Learnings.

Juncture work plan templates enable detailed auditing of curriculum plans and identification of specific teaching, learning and assessment across a juncture.

About this example

The attached example presents a curriculum and assessment overview for Years 6 and 7 for the following key learning areas (KLAs): Studies of Society Environment, Science, Health and Physical Education, The Arts and Technology. (English and Mathematics programs have been planned and would be taught separately.) For each unit, the overview lists:
- the inquiry topic or context for learning
- the Essential Learnings including:
  - Knowledge and Understanding organisers and key concepts
  - Ways of working
- aspects of literacy, numeracy and information and communication technologies
- the assessable elements and modes for gathering assessment evidence.

The example presents a range and balance of assessments, planned to gather evidence of the assessable elements for each KLA each semester.

Supporting resources

Units of work

Units of work are being developed to support the curriculum and assessment planning models. These units have been planned to cater for diverse learning styles and feature:
- balanced coverage of Essential Learnings across the KLAs
- Indigenous perspectives
- deep learning opportunities
- teaching and learning sequences
- assessment focused on the assessable elements specific to the KLAs, Knowledge and understandings and Ways of working
- opportunities for feedback
- lists of resources.

The units will be available to download from the QSA website <www.qsa.qld.edu.au>.

Planning resources

The following diagram shows the key processes to consider when planning units of work. The supporting resources noted in the diagram are available from the QSA website <www.qsa.qld.edu.au>.

The five processes can be used in any sequence, but all should be considered.

Five processes that guide planning

### Year 6–7 Curriculum and assessment overview: Model C

#### Term 1

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<td>1 identify and demonstrate</td>
<td>Report text</td>
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<tr>
<td><strong>Science</strong> Science as a human endeavour: Science impacts on people, their environment. Life and living: Living things have structures that enable them to survive.</td>
<td>4 evaluate information…</td>
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<tr>
<td><strong>The Arts</strong> Media: Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.</td>
<td>2 create and shape arts works…</td>
<td>2 create and shape arts works…</td>
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<td><strong>SOSE</strong> Place and space: Environments are defined by physical characteristics and processes…</td>
<td>3 analyse situations to…</td>
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<td><strong>Mathematics</strong> Number: Numbers, key percentages, common and decimal fractions and a range of strategies are used…</td>
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<td><strong>Health</strong> Health: Health is multidimensional and influenced by individual, group and community actions and environments. Personal development: Beliefs, behaviours and social and environmental factors influence relationships…</td>
<td>2 collect, analyse and…</td>
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<tr>
<td><strong>Literacy</strong> Reading and viewing; Writing and designing; Speaking and listening</td>
<td>4 propose, justify, implement create and perform…</td>
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<td><strong>HPE</strong> Physical activity: Fundamental and specialised movement skills, movement concepts, tactics…</td>
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<td><strong>The Arts</strong> Visual art: Visual art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.</td>
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*An example unit plan for this topic is available from the QSA website [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) Prep-Year 9 > Essential Learnings & Standards (Years 1-9) > Implementing the Essential Learnings & Standards > Planning - Using the Essential Learnings & Standards.*
### Year 6–7 Curriculum and assessment overview: Model C

#### Year 6 Australian identity

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#### Year 7 Globalisation

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#### Assessment evidence

- Oral presentation
- Written report
- Assesable elements
  - K & U | constructing texts | interpreting texts | reflecting
  - Research paper
  - Fact sheet
  - Research journal
  - Group report
  - Group work
  - Appleshare elements
  - Logo design
  - Scientific profile
  - Mini quiz
  - Communicating | reflecting
  - Creating | communicating | reflecting
  - Planning | managing | reflecting
  - Inquiring; Communicating; Creating; Operating
  - Inquiring; Communicating; Creating; Ethics and issues; Operating
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### English

**Writing and designing:** Writing and designing involve using language elements to construct literary and non-literary texts. 
**Language elements:** Interpreting and constructing texts involve selecting and controlling choices. 

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**Assessment evidence**
- Research report
- Constructing texts
- Interpreting texts

**Assessment**
- Transaction text
- Constructing texts
- Interpreting texts

### Science

**Science as a human endeavour:** Science impacts on people, their environment. 
**Life and living:** Living things have structures that enable them to survive. 
**Natural and processed materials:** Properties, changes and uses of substances and mixtures are related to their particular composition. 

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**Assessment evidence**
- Video production
- Constructing texts
- Investigating
- Communicating

**Assessment**
- Assessment evidence
- Scientific investigation
- Investigating
- Communicating

### Mathematics

**Algebra:** Algebraic expressions and equations can be applied to describe equivalence and solve problems. 
**Measurement:** Relationships between units of measure and the attributes of length, area, volume, mass, time and angles are used. 
**Chance and data:** Probability of events can be calculated from experimental data. Data can be summarised and represented to support conclusions. 

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**Assessment evidence**
- Investigation
- Prototype
- Investigating
- Designing

**Assessment**
- Assessment evidence
- Investigating
- Designing

### The Arts

**Media:** Media involves constructing meaning, considering intended audiences and intended purposes. 

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**Assessment evidence**
- Video production
- Constructing texts
- Investigating
- Communicating

**Assessment**
- Assessment evidence
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### Literacy

**Reading and viewing:** Reading and viewing involve using a range of strategies to interpret. 
**Writing and designing:** Writing and designing involves constructing texts. 
**Speaking and listening:** Speaking and listening involves constructing texts. 

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**Assessment evidence**
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- Investigating
- Communicating

**Assessment**
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### Numeracy

**Number:** Numbers, key percentages, common and decimal fractions and a range of strategies are used. 
**Algebra:** Algebraic expressions and equations can be applied to describe equivalence and solve problems. 
**Measurement:** Relationships between units of measure and the attributes of length, area, volume, mass, time and angles are used. 
**Space:** Geometric conventions can be used to classify, represent and manipulate. 

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**Assessment evidence**
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**Assessment**
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### Technology

**Technology as a human endeavour:** Technology influences and impacts on people, their communities and environments. 
**Information, materials and systems (resources):** The characteristics of resources are matched with tools. 

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- Designing

### HPE

**Health:** Health is multidimensional and influenced by individual, group and community actions and environments. 
**Personal development:** Beliefs, behaviours and social and environmental factors influence relationships. 

<table>
<thead>
<tr>
<th>Knowledge and understanding</th>
<th>Ways of working</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessable elements</strong></td>
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<tr>
<td>generate and evaluate...</td>
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<td>plan and manage...</td>
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<td>make products to meet...</td>
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<td>pose questions that...</td>
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<td>develop arguments...</td>
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<td>evaluate thinking and...</td>
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<td>communicate thinking and...</td>
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</tbody>
</table>

**Assessment evidence**
- Investigation
- Prototype
- Investigating
- Designing

**Assessment**
- Assessment evidence
- Investigating
- Designing

### ICTs cross-curriculum priorities

**Inquiring:** Inquiring, creating, communicating, operating