

# Ways of working

These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

## By the end of Year 3

### Studies of Society & Environment

Students are able to:

- pose questions for investigations
- plan simple investigations based on questions
- identify and collect information and evidence from narratives and familiar sources
- make judgments about the usefulness of the information and evidence
- draw conclusions and give explanations, using information and evidence
- communicate social and environmental ideas, using texts and terminology to match audience and purpose
- share ideas, and plan and enact responses to group or community issues
- participate in group decision making to achieve goals
- reflect on and identify values associated with fairness, protecting the environment and behaving peacefully
- reflect on learning to identify new understandings.

### Health & Physical Education

Students are able to:

- pose questions and plan simple activities and investigations
- identify and collect information and evidence
- draw conclusions and make decisions
- propose and take action to promote health and wellbeing, movement capacities and personal development
- apply fundamental movement skills when participating in physical activities
- create and sequence simple movement patterns in response to stimuli
- apply personal development skills when interacting with others
- follow guidelines to apply safe practices
- reflect on and identify how behaviours, skills and actions influence health and wellbeing, movement capacities and personal development
- reflect on learning to identify new understandings.

### The Arts

Students are able to:

- select ideas for arts works, considering particular audiences and particular purposes, using arts elements and languages
- create and shape arts works by combining arts elements to express personal ideas, feelings and experiences
- practise arts works, using interpretive and technical skills
- present arts works to familiar audiences, using arts techniques, skills and processes
- follow guidelines to apply safe practices
- respond to arts works and describe initial impressions and personal interpretations, using arts elements and languages
- reflect on learning to identify new understandings.

### Technology

Students are able to:

- identify the purpose for design ideas
- generate simple ideas for designs
- communicate major features of their designs, using 2D or 3D visual representations and words
- select resources, simple techniques and tools to make products
- plan and sequence main steps in production procedures
- make products by following production procedures to manipulate and process resources
- follow guidelines to apply safe practices
- evaluate products and processes by identifying what worked well, what did not and ways to improve
- reflect on the uses of technology and describe the impact in everyday situations
- reflect on learning to identify new understandings.

### Languages

*Essential Learnings* for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the Languages page that follows.

# Ways of working

These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

## By the end of Year 5

Studies of Society & Environment	Health & Physical Education	The Arts	Technology
<p>Students are able to:</p> <ul style="list-style-type: none"> <li>pose and refine questions for investigations</li> <li>plan investigations based on questions and inquiry models</li> <li>collect and organise information and evidence</li> <li>evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions</li> <li>draw and justify conclusions based on information and evidence</li> <li>communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose</li> <li>share opinions, identify possibilities and propose actions to respond to findings</li> <li>apply strategies to influence decisions or behaviours and to contribute to groups</li> <li>reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace</li> <li>reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>pose and refine questions or issues, and plan activities</li> <li>collect, organise and evaluate information and evidence</li> <li>draw conclusions and make decisions by identifying connections</li> <li>propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development</li> <li>apply fundamental and simple specialised movement skills when participating in physical activities</li> <li>create and perform movement sequences by selecting and combining movement skills</li> <li>apply personal development skills and strategies in team and group situations</li> <li>identify and apply safe practices</li> <li>reflect on and identify how their own and others' behaviours, skills and actions influence health and wellbeing, movement capacities and personal development</li> <li>reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages</li> <li>create and shape arts works by organising arts elements to express personal and community values, beliefs and observations</li> <li>rehearse and rework arts works, using interpretive and technical skills</li> <li>present arts works to informal and formal audiences, using arts techniques, skills and processes</li> <li>identify and apply safe practices</li> <li>respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages</li> <li>reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>identify and analyse the purpose and context for design ideas</li> <li>generate design ideas that match requirements</li> <li>communicate the details of their designs using 2D or 3D visual representations</li> <li>select resources, techniques and tools to make products</li> <li>plan production procedures by identifying and sequencing steps</li> <li>make products to match design ideas by manipulating and processing resources</li> <li>identify and apply safe practices</li> <li>evaluate products and processes to identify strengths, limitations, effectiveness and improvements</li> <li>reflect on and identify the impacts of products and processes on people and their communities</li> <li>reflect on learning to identify new understandings and future applications.</li> </ul>

Languages
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# Ways of working

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## By the end of Year 7

### Studies of Society & Environment

Students are able to:

- identify issues and use common and own focus questions
- plan investigations using inquiry models
- collect and analyse information and evidence from primary and secondary sources
- evaluate sources of information and evidence for relevance, reliability, origins and perspective
- draw conclusions and make decisions based on information and evidence by identifying patterns and connections
- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts
- respond to investigation findings and conclusions by planning and implementing actions
- apply strategies to contribute effectively to representative groups and to participate in civic activities
- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and identify future applications.

### Health & Physical Education

Students are able to:

- identify issues and plan investigations and activities
- collect, analyse and evaluate information and evidence
- draw conclusions and make decisions supported by information and evidence
- propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development
- apply movement concepts and make purposeful refinements to movement skills
- create and perform movement sequences through modifying and combining movement skills and applying movement concepts
- identify risks and justify and apply safe practices
- select and demonstrate appropriate personal development skills and strategies in team and group situations
- reflect on and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, including the best use of positive influences
- reflect on learning, apply new understandings and identify future applications.

### The Arts

Students are able to:

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

### Technology

Students are able to:

- investigate and analyse the purpose, context, specifications and constraints for design ideas
- generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints
- communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans
- select resources, techniques and tools to make products that meet specifications
- plan and manage production procedures and modify as necessary
- make products to meet specifications by manipulating and processing resources
- identify risks and justify and apply safe practices
- evaluate the suitability of products and processes for the purpose and context, and recommend improvements
- reflect on and identify the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and identify future applications.

### Languages

*Essential Learnings* for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the Languages page that follows.

# Languages

## Knowledge and understanding

**Conceptual statements** These describe the focus and essential concepts, or big ideas, of the key learning area.

Beginner	Elementary	Lower intermediate
<p><b>Comprehending and composing in the target language</b> Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</p> <p><b>Intercultural competency and language awareness</b> Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.</p>	<p><b>Comprehending and composing in the target language</b> Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.</p> <p><b>Intercultural competency and language awareness</b> Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.</p>	<p><b>Comprehending and composing in the target language</b> Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</p> <p><b>Intercultural competency and language awareness</b> Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.</p>

**Ways of working** These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

Beginner	Elementary	Lower intermediate
<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• identify the purpose or main topic in simple spoken and written texts, using visual and verbal language</li> <li>• respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material</li> <li>• identify and use non-verbal communication strategies in familiar contexts</li> <li>• construct simple spoken and written texts in familiar contexts</li> <li>• notice and compare aspects of the target language and English and/or other familiar languages</li> <li>• notice and compare aspects of their own cultures and of the target cultures</li> <li>• reflect on and evaluate the suitability of language choices in familiar contexts</li> <li>• reflect on learning to identify new understandings and future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used</li> <li>• interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences</li> <li>• recognise and use appropriate verbal and non-verbal language to support the development of communicative competence</li> <li>• select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback</li> <li>• construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register</li> <li>• notice and compare similarities and differences between the target language and English and/or other familiar languages</li> <li>• notice and compare their own beliefs, attitudes and practices and those reflected in the target culture</li> <li>• reflect on and evaluate the suitability of language choices for purpose, context and audience</li> <li>• reflect on learning, apply new understandings and identify future applications.</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented</li> <li>• locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age</li> <li>• plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience</li> <li>• construct spoken and written texts that present an argument, perspective or opinion</li> <li>• recognise that texts are culturally constructed, and analyse embedded cultural information</li> <li>• notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication</li> <li>• notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience</li> <li>• reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience</li> <li>• reflect on and evaluate learning to evaluate and apply new understandings and future applications.</li> </ul>