

Table 1: Summary of Years 1 to 10 key learning area syllabuses

English	The Arts	Technology
<p>Strands</p> <ul style="list-style-type: none"> Cultural: making meanings in contexts Operational: using language systems Critical: evaluating and reconstructing meanings in texts. <p>Substrands</p> <ul style="list-style-type: none"> Speaking and listening Reading and viewing Writing and shaping. <p>Key messages</p> <ul style="list-style-type: none"> English is the study of texts and language, and the development of associated literacy practices. Interpreting and constructing literary, mass media and everyday texts is influenced by the cultural contexts and social situations in which they occur, and the knowledge, values and practices of those who interpret and construct them. Textual resources, such as generic structure, grammar, image selection, layout and music, are drawn on to interpret and construct written, spoken, visual and multimodal texts. A flexible and sustainable repertoire of literacy practices is developed through the study of texts and language in meaningful situations. <p>Planning advice</p> <p>The strands and substrands work together to integrate learning about texts and language. The strands are complementary, interactive and interdependent. Units of work should be planned to incorporate the cultural, operational and critical strands. Strands and substrands may be given relative emphasis depending on the focus of the unit. Outcomes and level-specific core content need to be considered together when planning. The repetitive nature of these allows for easy integration of outcomes across substrands. The level statement is a summary about each level.</p>	<p>Strands</p> <ul style="list-style-type: none"> Dance Drama Media Music Visual Arts. <p>Key messages</p> <ul style="list-style-type: none"> The Arts are significant aspects of everyday life. The Arts cultivate particular ways of thinking and learning. Participation in Arts-making practices is vital to learning in the Arts. Social, cultural and historical contexts can contribute to the meaning of arts works. <p>Planning advice</p> <p>In all strands, the learning outcomes are interrelated, complementary and interactive. Units of work should be planned to include all three core learning outcomes at a level in a strand concurrently. The primary tools for planning are the core learning outcomes together with the core content identified at each level.</p>	<p>Strands</p> <ul style="list-style-type: none"> Technology Practice Information Materials Systems. <p>Key message</p> <ul style="list-style-type: none"> Technology involves envisioning and developing products that meet human needs and wants, capitalise on opportunities and extend human capabilities. Products are artifacts, systems, processes, services and environments. Working technologically allows students to interweave technology practice, information, materials and systems with considerations of appropriateness, contexts and management. When working technologically, people make choices and value judgments about the relative merits and impacts of the processes and products of technology. <p>Planning advice</p> <p>When planning, use the core learning outcomes from the Technology Practice strand as a set and combine with learning outcomes from one or more other strands. Design challenges that identify a situation, a problem, a task for students without proposing a specific solution provide worthwhile contexts for students to 'work' technologically. Design challenges should be open-ended, negotiated by students, and allow for students to demonstrate their learning across levels.</p>
Common features of key learning area syllabuses		
<p>Health and Physical Education</p> <p>Strands</p> <ul style="list-style-type: none"> Promoting the Health of Individuals and Communities Developing Concepts and Skills for Physical Activity Enhancing Personal Development. <p>Key messages</p> <ul style="list-style-type: none"> A sociocultural approach Physical activity as a medium for learning Social justice principles. <p>Planning advice</p> <p>Planning should focus on the use of an inquiry approach to develop the concepts on which the outcomes are based. Content should be selected from the core content, which is arranged in strands and is not level specific.</p>	<p>Each syllabus consists of three sections — Rationale, Outcomes, Assessment.</p> <ul style="list-style-type: none"> The overall learning outcomes as described within categories of valued attributes of a lifelong learner. The cross-curricular priorities include literacy, numeracy, fluency, and a futures perspective. Work education is also identified as a priority. Learning in all key learning areas contributes to cross-curricular priorities, and learning in cross-curricular priorities contributes to each key learning area. Key learning area outcomes describe the intended results of extended engagement with core learning outcomes of each key learning area over 10 years of schooling. Core learning outcomes describe learnings considered to be essential for all students. Core content is the essential content with which students engage. The primary tools for planning are core learning outcomes and core content. Planning advice includes outcomes that may be selected from within a strand, across strands or across levels of a key learning area, or associated with outcomes from other key learning areas. <p>Assessment</p> <ul style="list-style-type: none"> Principles and purposes of assessment Processes of assessment: <ul style="list-style-type: none"> providing opportunities for students to demonstrate their learning gathering and recording assessment evidence or information making judgments about demonstrations of learning Strategies for consistency of learning judgments Reporting. 	<p>Languages other than English</p> <p>Strand</p> <ul style="list-style-type: none"> Communication <ul style="list-style-type: none"> Comprehending (listening, reading, sociocultural understanding) Composing (speaking, writing, sociocultural understanding). <p>Key messages</p> <ul style="list-style-type: none"> Language learning — learning to use language as well as learning about language and how to use it to achieve socioculturally appropriate communication. Task-based approach — using real language for real or lifelike purposes to achieve some central purpose within a context relevant for students. Fields of human knowledge and endeavour — content based on concepts and topic areas in other key learning areas. Outcomes — describe a progression of language proficiency and may be selected across a range of levels. <p>Planning advice</p> <p>In their planning, teachers need to select tasks that involve students in meaningful and purposeful communication. They should consider the possible language functions and process skills and strategies required to engage in communicative tasks, and stage of learning (providing support through adequate adjustment of comprehensible input). Content is to be interpreted as appropriate for language learning.</p>
Studies of Society and Environment		
<p>Strands</p> <ul style="list-style-type: none"> Time, Continuity and Change Place and Space Culture and Identity Systems, Resources and Power. <p>Key messages</p> <ul style="list-style-type: none"> Key values of democratic process, social justice, ecological and economic sustainability and peace. Social and environmental inquiry processes of investigating, creating, participating, communicating and reflecting. <p>Planning advice</p> <p>Planning should focus on the development of the key concepts of each strand, and the processes of social and environmental inquiry that develop sequentially across levels. Relationships between key concepts across strands should be considered. Content and contexts may be informed by core content, which is organised by strand and level.</p>	<p>Mathematics</p> <p>Strands</p> <ul style="list-style-type: none"> Number Patterns and Algebra Measurement Chance and Data Space. <p>Key messages</p> <ul style="list-style-type: none"> Thinking, reasoning and working mathematically are essential elements of learning for, about and through mathematics. Mathematical knowledge includes 'knowing about' mathematics, 'knowing how to do' mathematics, and 'knowing when, and where to use' mathematics. Mathematical knowledge, procedures and strategies are developed through engagement in mathematical investigations related to a range of situations from life related to purely mathematical. <p>Planning advice</p> <p>Planning should focus on developing 'thinking, reasoning and working mathematically'. Content should be selected from the core content that is arranged in strands and topics and is level specific.</p>	<p>Science</p> <p>Strands</p> <ul style="list-style-type: none"> Science and Society Earth and Beyond Energy and Change Life and Living Natural and Processed Materials. <p>Key messages</p> <ul style="list-style-type: none"> Science as a 'way of knowing' and making meaning of the universe. 'Working scientifically' — investigating, understanding and communicating. Developing a sense of awe and wonder about the beauty and power of the universe. <p>Planning advice</p> <p>Planning should focus on 'working scientifically' to develop the key concepts on which core learning outcomes are based. (Refer to <i>Initial In-service Materials</i> for descriptions of 'working scientifically' at different levels.) Content should be selected from the core content that is arranged in strands and is not level specific.</p>