



# The Arts

Essential Learnings by the end of **Year 9**

## Learning and assessment focus

Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance, Drama, Music, Media and Visual Art. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes. They recognise that the Arts provide career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

Students understand that diverse individual and communal expressions of Australia's past, present and future are represented through arts works, including those created by Aboriginal people and Torres Strait Islander people. They use protocols relating to arts works that represent Aboriginal and Torres Strait Islander knowledges, peoples, histories and cultures.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They enhance their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively, to take risks and focus on how the arts reinforce and challenge their own experiences and those of other artists. They develop their ability to critically analyse and reflect on the creative process that has occurred within one or across many arts disciplines.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and present arts works, and to communicate their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

## Ways of working

Students are able to:

- make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works
- create and shape arts works by manipulating arts elements to express meaning in different contexts
- modify and refine genre-specific arts works, using interpretive and technical skills
- present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols
- identify risks and devise and apply safe practices
- respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages
- reflect on learning, apply new understandings and justify future applications.

## Knowledge and understanding

### Dance

**Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences.**

- Genre-specific movements are used to create actions for dance sequences  
*e.g. using jazz techniques to create a jazz dance; Aboriginal people and Torres Strait Islander people using distinctive localised actions in traditional and contemporary dances.*
- Traditional and non-traditional performance areas are used to manipulate movement in space  
*e.g. using the school oval or tuckshop to set a dance; using ceremonial grounds, stages or theatres.*
- Irregular and mixed metres are used to manipulate timing  
*e.g. using changes in time signatures within movement sequences.*
- Combinations of movement qualities are used to manipulate energy  
*e.g. altering a usually smooth, sustained plié by making it percussive and sharp.*
- Structuring devices, including embellishment, abstraction and variation forms, are used to organise movement  
*e.g. embellishing a dance by adding a hand or head movement to a dancer's actions.*

### Drama

**Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.**

- Roles, characters and relationships are interpreted to define motivation and purpose, using specific vocal and physical techniques  
*e.g. interpreting roles with differing points of view in a script; interpreting historical plays showing cultural bias and stereotypes.*
- Drama elements are manipulated to create tension and status, and are used to express ideas  
*e.g. using the elements of mood, language and place to create the tension of mystery.*
- Dramatic action and texts are created and interpreted through specific styles, including realism and non-realism  
*e.g. using clowning conventions of contrast, opposition, exaggeration and repetition.*

## Media

**Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.**

- Still and moving images, sounds and words are used to construct and reconstruct meaning in media texts  
*e.g. re-editing scenes to heighten the audience's emotions.*
- Media techniques and practices are used to market, promote, deliver and exhibit media texts  
*e.g. fulfilling the responsibilities attached to various production roles; surveying friends and family to complete market research to inform the design of a video game.*
- Representations of different beliefs and ideas in media texts are influenced by regulations and by contexts of audiences, producers and institutions  
*e.g. using cross-media promotion to reach varied audiences with selected media texts to deliver an anti-smoking message; Indigenous broadcasting services targeting remote Aboriginal and Torres Strait Islander communities.*

## Music

**Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.**

- Duration, beat, time values and metre are used to create and vary rhythm  
*e.g. using syncopation and mixed metre.*
- Pitch, tonalities, scales and intervals are used to create and vary the horizontal arrangement of sound  
*e.g. using modulation in a melody.*
- Tonalities and harmonies are used to organise music in different vertical arrangements  
*e.g. identifying major, minor, modal, atonal or jazz harmonies within compositions.*
- Contemporary, traditional and genre-specific musical forms are used to structure music  
*e.g. using sampling and sequencing to structure music; the sonata form.*
- Interaction between the linear and the vertical arrangement of music is used to create the texture or density of sound  
*e.g. hearing and identifying monophonic, homophonic or polyphonic textures.*
- Vocal, instrumental, electronic and computer-generated sound sources have characteristic sound qualities (tone colour) that can be altered through methods of production and manipulation  
*e.g. using digital and electronic effects to create distortion, echo and reverberation.*
- Relative softness and loudness of sounds, and digital and electronic devices, are used to change dynamic levels and expression of music  
*e.g. altering MIDI track preferences to change the volume and attack of sound.*



### **Visual Art**

**Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.**

- Ideas are researched to inform visual responses that consider social and cultural issues  
*e.g. using ideas about the history of cultural contact in Australia to inform a sculptural response promoting reconciliation.*
- Design and visual documentation are used to develop images and objects from visual, verbal and tactile stimuli  
*e.g. creating a folio of work that is a conscious record of personal thoughts, feelings and ideas.*
- Media areas are used in isolation and in combination to make arts works  
*e.g. using animated sculptural forms in an installation.*
- Visual arts elements and concepts in combination are used to create compositions  
*e.g. combining a sequence of non-representational shapes in a lino print to symbolise cultural belonging.*



# Health & Physical Education (HPE)

## Essential Learnings by the end of Year 9

### Learning and assessment focus

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- planning
- implementing and applying
- reflecting.

# Ways of working

Students are able to:

- identify issues and inequities and plan investigations and activities
- research, analyse and evaluate data, information and evidence
- draw conclusions and make decisions to construct arguments
- propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development
- refine movement skills and apply movement concepts, and the principles of training
- create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
- identify risks and devise and apply safe practices
- select and apply positive, respectful and inclusive personal development skills and strategies
- reflect on health inequities, and identify the impact of diverse influences on health and wellbeing, movement capacities and personal development, and the best use of positive influences
- reflect on learning, apply new understandings and justify future applications.

# Knowledge and understanding

## Health

**Health is multidimensional and dynamic, and influenced by actions and environments.**

- Health has physical, social, emotional, cognitive and spiritual dimensions, which are dynamic, interrelated and interdependent  
*e.g. social experiences can trigger emotional and cognitive responses that impact on physical health; an individual's health and wellbeing status can fluctuate.*
- The interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices  
*e.g. the media, marketing and social trends can influence adolescent choices when selecting where to eat and what to do when socialising with friends; historical, social and cultural influences have impacted on the health of Aboriginal people and Torres Strait Islander people.*
- Individual, group and community action, that enables people to adopt health promotion strategies, can address inequities and promote health and wellbeing, including safety  
*e.g. strategies advocated in drug, anti-violence and sexual health campaigns, and access to resources and support, can help people manage health risks.*
- Adolescents can meet their specific nutritional needs through eating foods that reflect the dietary guidelines  
*e.g. adolescents should select foods that deliver the essential nutrients needed for bone formation and density, skin growth and repair, normal body function, metabolism and growth; saturated fats, total fats and sugar intake should be limited.*

## Physical activity

**Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.**

- Developing and refining specialised movement skills through applying movement concepts supports improved physical performance and participation in physical activities  
*e.g. developing controlled, coordinated and efficient movement specific to aerobics or swimming enables more active participation and increases health benefits.*
- Developing teamwork, tactical knowledge and strategic thinking supports and enhances physical performance and participation in physical activities  
*e.g. encouraging, communicating and coordinating with a partner or team in orienteering or rock-climbing can make participation more enjoyable.*
- Individual physical activity programs that reflect personal interests and goals, and the principles of training, can enhance performance capacities and health and wellbeing  
*e.g. choosing physical activities that are personally enjoyable sustains motivation to be active; the frequency, intensity, duration and type of physical activity or work-out influence health and wellbeing outcomes.*

## Personal development

**Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.**

- Identity, health and wellbeing are interdependent and influenced by social and cultural factors  
*e.g. the interaction between social experiences and the way a person perceives their place in the world can influence emotional and physical wellbeing.*
- Effective communication skills, including reflective listening, considering alternative views, respecting cultural protocols and expressing ideas in a way that is sensitive to others, help people establish and maintain relationships  
*e.g. when composing an email, careful consideration of the impact on all recipients may prevent misinterpretation of the tone or intent causing offence.*
- Conflict resolution strategies, including negotiation, are used to manage intrapersonal and interpersonal situations  
*e.g. negotiation strategies are used in the classroom to establish guidelines for smooth functioning and to facilitate discussion.*



# Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 9**

## Learning and assessment focus

Students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others' values and world views in a range of contexts and settings. They develop their capacity for effective community participation and meaningful responses to social and environmental issues.

Students understand the world views of Aboriginal people and Torres Strait Islander people and their connections to places and other groups, and apply this understanding to their own connections to people and places.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They understand the importance of inquiry and major social and environmental ideas for investigating issues in contexts that range from local to global settings. They communicate using different types of texts for specific audiences and purposes. They actively participate, both individually and collaboratively, in their communities in enterprising and creative ways to respond to issues. They reflect on their learning and investigations to make judgments about different values and perspectives.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.



## Ways of working

Students are able to:

- identify a research focus from broad topics and design focus questions and sub-questions
- plan investigations, using discipline-specific inquiry models and processes
- research and analyse data, information and evidence from primary and secondary sources
- evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
- draw conclusions and make decisions supported by interpretations of data, information and evidence
- communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts
- respond to local and global issues by taking action in planned and enterprising ways
- apply strategies for making group decisions and for taking informed social and environmental action
- reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and justify future applications.

## Knowledge and understanding

### *Time, continuity and change*

**Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.**

- Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations  
*e.g. World Wars; Vietnamese refugee immigration; conscription debate; 1967 Referendum; roles of women; links to Britain, the United States and Asia.*
- Important ideas of democracy, government and law, citizenship rights and public decision making, and the concepts of power, dissent and civic duty, developed from ancient to modern times and from Eastern and Western cultures  
*e.g. Liberal democracy has its origins in the European Age of Enlightenment; ideas of government and law can be traced to the Code of Hammurabi from ancient Babylon; citizenship evolved from ancient Greece and Rome; modern western democracies including Australia, the United States and the United Kingdom have debated and refined the ideas of separation of powers, the right to dissent and the notion of civic duty.*
- Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions  
*e.g. Australia's involvement in World War II may be interpreted differently in Australian, British and American sources.*

## Place and space

**Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes.**

- Australia, the Asia–Pacific region and other global settings are defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities, including cultural, economic and political activity.
- Interrelationships between human activity and environments result in particular patterns of land and resource use, and can cause environmental problems  
*e.g. overgrazing and erosion; overuse of fossil fuels and carbon dioxide emissions.*
- Governments and communities need to balance economic, social, political and environmental factors through sustainable development, consumption and production  
*e.g. resource use and environmental impacts; logging and the survival of small communities dependent on that industry.*
- Physical environments are defined by spatial patterns, including the arrangement of elements on the Earth’s surface, the definable areas of the Earth’s surface, the space between different locations, and absolute and relative location.
- Maps, including topographic, political and thematic maps, are developed with particular features, including scale, contour lines and human-created boundaries, and use the specific skills of observing, visualising, estimating, sketching and measuring.

## Culture and identity

**Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.**

- Group identities are influenced by different factors, including family, communities, nationality, socioeconomic factors and religious beliefs.
- Cultural diversity in Australia is influenced by public opinion, media portrayals, government policies and the impacts of globalisation  
*e.g. government cultural policies have included integration, segregation, assimilation, multiculturalism and restricted immigration; media images contribute to the homogenisation of youth culture; globalisation has caused a greater movement of peoples.*
- Community perceptions of Aboriginal cultures and Torres Strait Islander cultures have resulted in positive and negative responses to Indigenous people  
*e.g. positive — efforts towards reconciliation, native title, greater awareness of Indigenous issues, improved access to services by Indigenous people  
negative — racism, discrimination, separation from land, denial of use of own language.*
- Contact between cultures has produced movements to improve democratic participation and citizenship rights for specific groups  
*e.g. government policy and legislation to increase opportunities for participation in electoral and government processes for women, Indigenous people and young people.*
- Cultural research involves following protocols and acting sensitively  
*e.g. acknowledging the ownership of Indigenous sources of knowledge; accessing sacred sites or places of significance through traditional custodians.*

## ***Political and economic systems***

**Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.**

- Australia’s government systems are based on liberal democratic principles, including the “common good” and parliamentary elections, perform functions, including developing policy and formulating legislation, and have institutions and instruments, including the High Court and Acts of Parliament.
- Australia’s legal and justice systems are based on principles, including an independent judiciary, perform functions, including the protection of rights, and use different types of law and courts.
- Australian citizenship involves recognising global perspectives and balancing majority rule against respecting minority interests  
*e.g. global citizenship involves making connections to people and issues in other parts of the world; respecting the rights of minorities to participate equally as citizens.*
- Australia’s relationships with other nations involve membership of international organisations and participation in global systems of law, diplomacy, human rights, trade and security  
*e.g. Australia is a member of the United Nations, the Asia-Pacific Economic Forum, the Commonwealth Heads of Government Meeting and the International Whaling Commission.*
- Australia’s economic system is shaped by a range of economic activities, including production and consumption, and government regulation.



# Technology

## Essential Learnings by the end of Year 9

### Learning and assessment focus

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. They understand the importance of matching characteristics of resources to detailed specifications and standards. They investigate the contributions, past and present, of technological processes and products within local, national and global markets. They recognise that technology has a rich history and has developed into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. When thinking and working technologically, they individually and collaboratively select tools and implement techniques to manipulate and process, and control and manage, information, materials and/or systems components. They make products to detailed specifications and standards. They analyse the role of technology and its impacts and consequences for people, their environments and their communities in local and global contexts. They reflect on their learning and evaluate the suitability of their own and others' products and processes and recommend improvements.

Students select and use a range of tools and technologies, including information communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within technology contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.



# Ways of working

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

# Knowledge and understanding

## *Technology as a human endeavour*

**Technology influences and impacts on people, their communities and environments in local and global contexts.**

- New products and technologies are designed and developed to meet changing needs and wants of intended audiences, and include artefacts, systems, environments, services and processes  
*e.g. mobile phones and email meet the need for improved efficiency of communication methods.*
- Product design and production decisions are influenced by aspects of appropriateness and by detailed specifications, constraints and standards of production  
*e.g. globalisation and cultural, social and political factors influence the design and development of products, as in designing canteen menus to meet the requirements of the Smart Choices strategy; accurately machining a product component to match specifications.*
- People can influence decisions made about the design, development and use of technology to change the impact on people, their communities and environments at local and global levels  
*e.g. the design and development of energy-efficient light globes to help reduce greenhouse gases and global warming; recognising the impact that technology (mass production, high-speed sewing), culture (Indigenous perspectives, popular culture) and history (tradition, fashion trends) have had on fashion design.*

## *Information, materials and systems (resources)*

**Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products.**

- Characteristics of resources are compared, contrasted and selected to meet detailed specifications and predetermined standards of production to best suit the user  
*e.g. materials can be compared to determine those most appropriate to the task, such as selecting from a variety of timbers taking account of size, strength, finish and durability; choosing from natural resources to produce a product.*
- Techniques and tools are selected, controlled and managed to manipulate or process resources to meet detailed specifications and predetermined standards of production  
*e.g. an outdoor shelter can be designed accurately using CAD software.*



# Information and Communication Technologies (ICTs)

*Cross-curriculum priority  
by the end of Year 9*

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students autonomously and routinely use a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

Applying ICTs as a tool for learning assists students to become competent, discriminating, creative and productive users of ICTs. ICTs can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.

## Inquiring with ICTs

Students explore, select and use ICTs in the processes of inquiry and research across key learning areas. They:

- identify the inquiry focus, data and information requirements and a range of digital information sources
- plan, conduct and refine advanced searches, and select appropriate sources of digital information in response to research questions
- classify, organise, analyse and interpret data and information from a variety of sources to respond to inquiries, or to identify new paths for inquiries
- evaluate data and information gathered for usefulness, credibility, relevance, accuracy, completeness and authenticity
- reflect on, analyse and evaluate how ICTs have assisted in addressing research questions and sub-questions for the inquiry purposes and in developing new understandings.

## Creating with ICTs

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication across key learning areas. They:

- analyse and evaluate creative opportunities to apply ICTs
- develop plans for innovative and creative responses, processes and simple systems
- establish criteria to assess and select ICTs
- express and creatively represent ideas, information and thinking in innovative ways
- develop innovative and creative responses, processes and simple systems
- analyse ICT-related problems to identify process, response or system changes required to meet needs
- creatively and effectively document and present their planning, thinking and learning, using a combination of media
- reflect on the use of ICTs as creative tools and apply established criteria to evaluate ICT responses.

## Communicating with ICTs

Students experiment with, select and use ICTs across key learning areas to collaborate and enhance communication in local and global contexts for an identified purpose and audience. They:

- collaborate, exchange ideas, distribute information, present critical opinions, problem solve and interpret messages
- consider and apply ICTs to enhance interpersonal relationships in order to develop social and cultural understandings
- apply suitable presentation and communication conventions and protocols
- select and apply a variety of ICTs to exchange and interpret messages and meanings
- present an individual or group identity in communication
- reflect on feedback to analyse and improve their use of ICTs and to describe more effective use of ICTs in future communications.

## Ethics, issues and ICTs

Students understand the multiple roles and impacts of ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments. They:

- apply codes of practice relevant to local and global environments, particularly in relation to online environments
- understand that values shape how ICTs are used
- apply codes of practice and strategies to conform to intellectual property and copyright laws
- consider individual rights and cultural expectations when accessing or creating digital information sources
- select and apply a range of preventative strategies to minimise health and safety issues
- secure and protect digital information, including personal information and recognise the specific needs of some users
- develop and maintain strategies for securing and protecting digital information
- analyse and evaluate ICT use, considering economic, social, ethical and legal perspectives
- reflect on, analyse and evaluate the current use of ICTs and predict future impacts on the workplace and society.



## Operating ICTs

Students use a range of advanced ICT functions and applications across key learning areas to inquire, create, collaborate and communicate, and to efficiently manage information and data. They:

- apply efficient operational sequences for the operation of a variety of ICTs
- apply formats and conventions when undertaking tasks
- investigate and explain the main input, output, processing and storage devices and functions of ICT systems
- describe a range of devices and processes for performing complex tasks using the correct ICT-specific terminology
- apply agreed processes for accessing and working with personal information and content
- access appropriate support when updating or learning new operational skills
- manage integrity of information and content in personal or collaborative digital environments
- reflect on, analyse and evaluate their operational skills to meet the requirements system resources, processes and conventions in personal or collaborative digital environments.