# *Learning and assessment focus — By the end of Year 5*

## Study of Society & Environment

Students use their experiences of people, places, systems and environments to make connections to their own experiences. They develop awareness of relationships between people, and between people and places. They identify social and environmental values in local and national contexts, and develop their capacity to participate and work effectively in their communities.

Students recognise the ways in which Aboriginal people and Torres Strait Islander people are distinctive and are connected to other people and to specific places over time.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes to apply their understandings in familiar and unfamiliar contexts. They communicate using different types of texts to share ideas and findings, and they individually and collaboratively plan strategies to take action that contribute to their communities. They reflect on their learning and recognise the values evident in investigations.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within social and environmental contexts.

## Health and Physical Education

Students use their enthusiasm for physical activity and curiosity about health and personal development to explore how the dimensions of health are influenced by personal, social, cultural and environmental factors. They understand that health, physical activity and personal development are influenced by individual and group actions and by environments. They are aware that people of all ages and backgrounds engage in work related to health, physical activity and personal development.

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 promote health and wellbeing, movement capacities and personal development of individuals and groups. They reflect on their learning and their own and others' behaviours and actions relating to health and physical education.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within health and physical education contexts.

## The Arts

Students use their creativity, imagination and senses to express their observations, values and beliefs in personal and community contexts through Dance, Drama, Music, Media and Visual Art. They develop 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 different audiences and different purposes. They are aware that people of all ages and backgrounds choose to work in arts or arts-related careers.

Students recognise that past and present experiences of artists influence the ways in which Aboriginal and Torres Strait Islander knowledges, peoples, histories, cultures, protocols and relationships are represented and valued in Indigenous arts works.

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

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire and solve artistic problems, to create and present arts works, and to interpret and communicate within arts contexts.

## Technology

Students explore the designed world and recognise that they can be both users and creators of technology. They identify and understand the characteristics of a range of resources (information, materials and/or systems) and assess their suitability for a specific purpose and context. They investigate the characteristics of Australian resources and their impact on technology products and processes of the past and present. They understand that technology can contribute to many different kinds of activities, including work and leisure. They are aware that people of all ages and backgrounds choose to work in technology-related fields.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting, manipulating and processing resources, to individually and collaboratively design and make products. They analyse how technology and its products and processes impact on people, their environments and local communities. They reflect on their learning and evaluate products and processes.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning, to inquire, create and communicate within technology contexts.

# *Learning and assessment focus — By the end of Year 5*

## Study of Society & Environment

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

knowledge and understanding

investigating

- communicating
- participating
- reflecting.

## Health and Physical Education

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

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

## The Arts

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

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

## Technology

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

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

# *Learning and assessment focus — By the end of Year 5*

| Languages | | |
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| **Beginner** | **Elementary** | **Lower Intermediate** |
| Students use their existing understanding of language and culture to identify how languages are inextricably linked to cultures. They develop the skills needed to communicate in the target language, and to build their repertoire of process skills and strategies for acquiring and manipulating the verbal, non-verbal and written features. They expand their understanding of their own languages, cultures and identities through engagement with and use of the target languages and cultures. They explore alternative ways of experiencing, acting in and viewing the world and understand the importance of bilingualism and multilingualism in contemporary society.<br><br>Students learning Asian, European and other languages understand and appreciate the diversity expressed in languages and the influence of language on culture.<br><br>Students learning Indigenous languages also understand that these languages, and their associated creoles and dialects, including Aboriginal Englishes, are important elements of Australia's Indigenous culture to be acknowledged by the broader community.<br><br>Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to interpret and construct a small range of text types, using modelled and rehearsed language, in order to meet individual and social communication needs in well-known contexts with peers and familiar adults. They reflect on their learning and language choices in familiar contexts.<br><br>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They use ICTs as an integral component of their learning to inquire, create and communicate in the target language.<br><br>Students demonstrate evidence of their learning over time in relation to the following assessable elements:<br><br>• knowledge and understanding<br>• comprehending texts<br>• composing texts<br>• intercultural competence<br>• reflecting. | Students use their existing understandings of the target language and cultures to further explore societal views and norms, and how these are enacted in the functions, conventions and patterns of each language. They develop their repertoire of process skills and strategies to acquire and manipulate the verbal, non-verbal and written features of the target language. They recognise the importance in contemporary society of learning additional languages and using intercultural skills.<br><br>Students learning Asian, European and other languages expand their understanding and appreciation of the diversity expressed in languages and the influence of language on culture.<br><br>Students learning Indigenous languages also understand that Australian languages and cultures are diverse and are inclusive of Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.<br><br>Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They explore a range of text types in the target language, noticing how communication needs and contextual challenges are responded to for different purposes and audiences, and they communicate in a range of controlled contexts on known topics, collaborating with peers. They reflect on their learning and language choices in relation to purpose, context and audience.<br><br>Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate in the target language.<br><br>Students demonstrate evidence of their learning over time in relation to the following assessable elements:<br><br>• knowledge and understanding<br>• comprehending texts<br>• composing texts<br>• intercultural competence<br>• reflecting. | Students use their existing understandings about the target language and cultures to further develop their target language proficiency and intercultural competence to enable them to appropriately communicate in intercultural situations. They develop a deepening understanding of how culture is reflected in and constructed by language, and become more competent in using functions, conventions and structures in the target language. They begin to appreciate the complexities of cultures, particularly in relation to the less visible dimensions, and also their dynamic and flexible nature. They further develop their understanding of the role of proficiency in other languages in the contemporary world of work, intercultural contact and globalisation.<br><br>Students learning Asian, European and other languages further expand their understanding and appreciation of cultural diversity expressed in languages and the influence of language on material and non-material elements of culture.<br><br>Students learning Indigenous languages also have a well-developed understanding about Australia's linguistic and cultural diversity and that there are many active Aboriginal languages and cultures, Torres Strait Islander languages and cultures, and their associated creoles and dialects, including Aboriginal Englishes.<br><br>Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They explore a wider range of text types in the target language, and develop proficiency and increasing confidence in using them. They also develop capacities to meet communication needs and resolve linguistic and intercultural challenges with increasing knowledge of purpose and audience, in formal and informal situations. They reflect on their learning and the appropriateness of language choices in target language texts.<br><br>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 communicate in the target language.<br><br>Students demonstrate evidence of their learning over time in relation to the following assessable elements:<br><br>• knowledge and understanding<br>• comprehending texts<br>• composing texts<br>• intercultural competence<br>• reflecting. |