

## Learning and assessment focus — By the end of Year 7

Study of Society & Environment	Health and Physical Education	The Arts	Technology
<p>Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs.</p> <p>Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They use inquiry processes and models to apply their understandings of social and environmental topics and issues in a range of contexts. They communicate using texts designed for different audiences and social purposes, and they individually and collaboratively plan and apply strategies for participating, both individually and collaboratively, in representative groups. They reflect on their learning and investigations to clarify values and beliefs.</p> <p>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.</p>	<p>Students develop and use their existing understandings of mathematical concepts and processes to solve real-life and abstract problems and issues. They understand that mathematics is a way of thinking, reasoning and working that can be applied to solve problems in a range of real-life and abstract investigations. They recognise the different applications of mathematics in work situations and a range of occupations.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively plan and conduct mathematical investigations, develop solutions to questions, problems and issues, and challenge the thinking and reasoning of others. They reflect on their learning and transfer their thinking and reasoning to a range of real-life situations.</p> <p>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 mathematical contexts.</p>	<p>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 recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives.</p> <p>Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works. Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They extend 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 consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines.</p> <p>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.</p>	<p>Students use their understandings of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. They understand the characteristics of a range of resources (information, materials and/or systems) and assess their suitability for a specific purpose and context. They compare and describe the characteristics of Australian and imported resources, investigating their impact on Australian technological processes and products. They investigate design challenges and consider the roles that people play in shaping technologies to meet changing needs and wants and preferred futures. They recognise the many different fields of technology and the people who work in occupations that use technology to design solutions for community needs.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. They individually and collaboratively develop their ability to work technologically by generating, assessing and communicating design ideas and by selecting and using resources, tools and techniques, to design and make products to meet specifications. They analyse and respond to decisions about technology and its impact on people, their environments and their communities. They reflect on their learning and evaluate the suitability of products and processes and recommend improvements.</p> <p>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 within technology contexts.</p>

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Study of Society & Environment	Health and Physical Education	The Arts	Technology
<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• investigating</li> <li>• communicating</li> <li>• participating</li> <li>• reflecting.</li> </ul>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• thinking and reasoning</li> <li>• communicating</li> <li>• reflecting.</li> </ul>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• creating</li> <li>• presenting</li> <li>• responding</li> <li>• reflecting.</li> </ul>	<p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• investigating and designing</li> <li>• producing</li> <li>• evaluating</li> <li>• reflecting.</li> </ul>

## Learning and assessment focus — By the end of Year 7

Languages		
Beginner	Elementary	Lower Intermediate
<p>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.</p> <p>Students learning Asian, European and other languages understand and appreciate the diversity expressed in languages and the influence of language on culture.</p> <p>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.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. 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.</p> <p>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.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• comprehending texts</li> <li>• composing texts</li> <li>• intercultural competence</li> <li>• reflecting.</li> </ul>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. 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.</p> <p>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.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• comprehending texts</li> <li>• composing texts</li> <li>• intercultural competence</li> <li>• reflecting.</li> </ul>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Students use the essential processes of <b>Ways of working</b> to develop and demonstrate their <b>Knowledge and understanding</b>. 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.</p> <p>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.</p> <p>Students demonstrate evidence of their learning over time in relation to the following assessable elements:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding</li> <li>• comprehending texts</li> <li>• composing texts</li> <li>• intercultural competence</li> <li>• reflecting.</li> </ul>