

## Learning and assessment focus — By the end of Year 9

### Study of Society & Environment

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.

### Health and Physical Education

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.

### The Arts

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.

### Technology

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 and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within technology contexts.

## Learning and assessment focus — *By the end of Year 9*

### 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 9

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>