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| Study of Society & Environment |  | Health and Physical Education |  | The Arts |  | Technology |
| Students are able to:  • pose and refine questions for investigations  • plan investigations based on questions and inquiry models  • collect and organise information and evidence  • evaluate sources of information and evidence to determine different perspectives, and distinguish facts from opinions  • draw and justify conclusions based on information and evidence  • communicate descriptions, decisions and conclusions, using text types selected to match audience and purpose  • share opinions, identify possibilities and propose actions to respond to findings  • apply strategies to influence decisions or behaviours and to contribute to groups  • reflect on and identify personal actions and those of others to clarify values associated with social justice, the democratic process, sustainability and peace  • reflect on learning to identify new understandings and future applications. |  | Students are able to:  • pose and refine questions or issues, and plan activities  • collect, organise and evaluate information and evidence  • draw conclusions and make decisions by identifying connections  • propose, justify and implement simple plans or actions to promote health and wellbeing, movement capacities, and personal development  • apply fundamental and simple specialised movement skills when participating in physical activities  • create and perform movement sequences by selecting and combining movement skills  • apply personal development skills and strategies in team and group situations  • identify and apply safe practices  • reflect on and identify how their own and others’ behaviours, skills and actions influence health and wellbeing, movement capacities and personal development  • reflect on learning to identify new understandings and future applications. |  | Students are able to:  • select and develop ideas for arts works, considering different audiences and different purposes, using arts elements and languages  • create and shape arts works by organising arts elements to express personal and community values, beliefs and observations  • rehearse and rework arts works, using interpretive and technical skills  • present arts works to informal and formal audiences, using arts techniques, skills and processes  • identify and apply safe practices  • respond to arts works by identifying and interpreting the influences of social, cultural and historical contexts, using arts elements and languages  • reflect on learning to identify new understandings and future applications. |  | Students are able to:  • identify and analyse the purpose and context for design ideas  • generate design ideas that match requirements  • communicate the details of their designs using 2D or 3D visual representations  • select resources, techniques and tools to make products  • plan production procedures by identifying and sequencing steps  • make products to match design ideas by manipulating and processing resources  • identify and apply safe practices  • evaluate products and processes to identify strengths, limitations, effectiveness and improvements  • reflect on and identify the impacts of products and processes on people and their communities  • reflect on learning to identify new understandings and future applications. |

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| Languages |  |  |
| Beginner | Elementary | Lower Intermediate |
| Students are able to:  • identify the purpose or main topic in simple spoken and written texts, using visual and verbal language  • respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material  • identify and use non-verbal communication strategies in familiar contexts  • construct simple spoken and written texts in familiar contexts  • notice and compare aspects of the target language and English and/or other familiar languages  • notice and compare aspects of their own cultures and of the target cultures  • reflect on and evaluate the suitability of language choices in familiar contexts  • reflect on learning to identify new understandings and future applications. | Students are able to:  • interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used  • interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences  • recognise and use appropriate verbal and non-verbal language to support the development of communicative competence  • select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback  • construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register  • notice and compare similarities and differences between the target language and English and/or other familiar languages  • notice and compare their own beliefs, attitudes and practices and those reflected in the target culture  • reflect on and evaluate the suitability of language choices for purpose, context and audience  • reflect on learning, apply new understandings and identify future applications. | Students are able to:  • interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented  • locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age  • plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience  • construct spoken and written texts that present an argument, perspective or opinion  • recognise that texts are culturally constructed, and analyse embedded cultural information  • notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication  • notice and compare beliefs, values and practices in target language texts to identify the author’s purpose and audience  • reflect on and evaluate the appropriateness of their own and others’ language choices in target language texts for purpose, context and audience  • reflect on and evaluate learning to evaluate and apply new understandings and future applications. |