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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. |