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| Study of Society & Environment |  | Health and Physical Education |  | The Arts  |  | Technology |
| Students are able to:• identify issues and use common and own focus questions• plan investigations using inquiry models• collect and analyse information and evidence from primary and secondary sources• evaluate sources of information and evidence for relevance, reliability, origins and perspective• draw conclusions and make decisions based on information and evidence by identifying patterns and connections• communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts• respond to investigation findings and conclusions by planning and implementing actions• apply strategies to contribute effectively to representative groups and to participate in civic activities• reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace• reflect on learning, apply new understandings and identify future applications. |  | Students are able to:• identify issues and plan investigations and activities• collect, analyse and evaluate information and evidence• draw conclusions and make decisions supported by information and evidence• propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development• apply movement concepts and make purposeful refinements to movement skills• create and perform movement sequences through modifying and combining movement skills and applying movement concepts• identify risks and justify and apply safe practices• select and demonstrate appropriate personal development skills and strategies in team and group situations• reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences• reflect on learning, apply new understandings and identify future applications. |  | Students are able to:• select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages• create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times• modify and polish arts works, using interpretive and technical skills• present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes• identify, apply and justify safe practices• respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages• reflect on learning, apply new understandings and identify future applications. |  | Students are able to:• investigate and analyse the purpose, context, specifications and constraints for design ideas• generate and evaluate design ideas and determine suitability based on purpose, specifications and constraints• communicate the details of designs showing relative proportion, using labelled drawings, models and/or plans• select resources, techniques and tools to make products that meet specifications• plan and manage production procedures and modify as necessary• make products to meet specifications by manipulating and processing resources• identify risks and justify and apply safe practices• evaluate the suitability of products and processes for the purpose and context, and recommend improvements• reflect on and identify the impacts of products and processes on people, their communities and environments• reflect on learning, apply new understandings and identify 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. |