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| Study of Society & Environment |  | Health and Physical Education |  | The Arts |  | Technology |
| Students are able to:  • identify a research focus from broad topics and design focus questions and sub-questions  • plan investigations, using discipline-specific inquiry models and processes  • research and analyse data, information and evidence from primary and secondary sources  • evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective  • draw conclusions and make decisions supported by interpretations of data, information and evidence  • communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and the conventions of research-based texts  • respond to local and global issues by taking action in planned and enterprising ways  • apply strategies for making group decisions and for taking informed social and environmental action  • reflect on different perspectives, and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace  • reflect on learning, apply new understandings and justify future applications. |  | Students are able to:  • identify issues and inequities and plan investigations and activities  • research, analyse and evaluate data, information and evidence  • draw conclusions and make decisions to construct arguments  • propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and wellbeing, movement capacities and personal development  • refine movement skills and apply movement concepts, and the principles of training  • create and perform movement sequences by manipulating and combining movement skills and applying movement concepts  • identify risks and devise and apply safe practices  • select and apply positive, respectful and inclusive personal development skills and strategies  • reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences  • reflect on learning, apply new understandings and justify future applications. |  | Students are able to:  • make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works  • create and shape arts works by manipulating arts elements to express meaning in different contexts  • modify and refine genre-specific arts works, using interpretive and technical skills  • present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols  • identify risks and devise and apply safe practices  • respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and ,economic contexts, using arts elements and languages  • reflect on learning, apply new understandings and justify future applications. |  | Students are able to:  • investigate and analyse specifications, standards and constraints in the development of design ideas  • consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products  • generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals  • select resources, techniques and tools to make product that meet detailed specifications  • plan, manage and refine production procedures for efficiency  • make products to meet detailed specifications by manipulating or processing resources  • identify, apply and justify workplace health and safety practices  • evaluate the suitability of products and processes against criteria and recommend improvements  • reflect on and analyse the impacts of products and processes on people, their communities and environments  • reflect on learning, apply new understandings and justify 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. |