

Knowledge and understanding

Conceptual statements These describe the focus and essential concepts, or big ideas, of the key learning area.

By the end of Year 9

<p>Studies of Society & Environment</p> <p>Time, continuity and change Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions, and can be interpreted from different perspectives.</p> <p>Place and space Environments are defined by spatial patterns, human and physical interactions, and sustainable practices can balance human activity and environmental processes.</p> <p>Culture and identity Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.</p> <p>Political and economic systems Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.</p>	<p>Health & Physical Education</p> <p>Health Health is multidimensional and dynamic, and influenced by actions and environments.</p> <p>Physical activity Regular active and purposeful participation in physical activity promotes health and wellbeing, and supports the achievement of goals.</p> <p>Personal development Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.</p>	<p>The Arts</p> <p>Dance Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in genre-specific dance sequences.</p> <p>Drama Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.</p> <p>Media Media involves constructing meaning, considering specific audiences and specific purposes, by manipulating media languages and technologies to shape representations.</p> <p>Music Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.</p> <p>Visual Art Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.</p>	<p>Technology</p> <p>Technology as a human endeavour Technology influences and impacts on people, their communities and environments in local and global contexts.</p> <p>Information, materials and systems Resources originate from different sources, exist in various forms and are manipulated to meet specifications and standards to make products.</p> <p>Information & Communication Technologies</p> <p>Inquiring with ICTs Creating with ICTs Communicating with ICTs Ethics, issues and ICTs Operating ICTs</p> <p><i>Cross-curriculum priority</i></p>
<p>Languages</p> <p><i>Essential Learnings</i> for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.</p> <p>Please see the Languages page that follows.</p>			

Languages

Knowledge and understanding

Conceptual statements These describe the focus and essential concepts, or big ideas, of the key learning area.

Beginner	Elementary	Lower intermediate
<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests.</p> <p>Intercultural competency and language awareness Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.</p>	<p>Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences.</p> <p>Intercultural competency and language awareness Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.</p>	<p>Comprehending and composing in the target language Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.</p> <p>Intercultural competency and language awareness Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.</p>

Ways of working These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

Beginner	Elementary	Lower intermediate
<p>Students are able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • 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.