

Ways of working

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

By the end of Year 9

Studies of Society & Environment	Health & Physical Education	The Arts	Technology
<p>Students are able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • 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 wellbeing, movement capacities and personal development, and the best use of positive influences • reflect on learning, apply new understandings and justify future applications. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • 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. 	<p>Students are able to:</p> <ul style="list-style-type: none"> • 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 products 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.

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the Languages page that follows.

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>

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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.