

The Australian Curriculum

Subjects	Media Arts
Bands	Years 7 and 8 and Years 9 and 10
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The Australian Curriculum The Arts

Overview

Introduction

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts Foundation to Year 10 comprises five subjects:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts

Each subject focuses on its own practices, terminology and unique ways of looking at the world.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

The Australian Curriculum: The Arts Foundation to Year 10 enables exploration of the dynamic relationships between Arts subjects. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

Rationale

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five Arts subjects in the Australian Curriculum are Dance, Drama, Media Arts, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. The Australian Curriculum: The Arts values, respects and explores the significant contributions of Aboriginal and Torres Strait Islander Peoples to Australia's arts heritage and contemporary arts practices through their distinctive ways of representing and communicating knowledge, traditions and experience. In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Students develop their Arts knowledge and aesthetic understanding through a growing comprehension of the distinct and related languages, symbols, techniques, processes and skills of the Arts subjects. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens. Learning in the Arts is based on cognitive, affective and sensory/kinaesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

This rationale is extended and complemented by specific rationales for each Arts subject.

Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia's histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each Arts subject.

Content structure

The Australian Curriculum: The Arts covers each of the five Arts subjects – Dance, Drama, Media Arts, Music, and Visual Arts – across bands of year levels:

- Foundation to Year 2
- Years 3 and 4
- Years 5 and 6
- Years 7 and 8
- Years 9 and 10.

The curriculum is based on the assumption that all students will study the five Arts subjects from Foundation to the end of primary school. Schools will be best placed to determine how this will occur. From the first year of secondary school (Year 7 or 8) students will have the opportunity to experience one or more Arts subjects in depth. In Years 9 and 10, students will be able to specialise in one or more Arts subjects. Subjects offered will be determined by state and territory school authorities or individual schools.

The curriculum for each Arts subject includes:

- a rationale and aims
- an introduction to learning in the subject
- band descriptions
- content descriptions
- content elaborations
- achievement standards.

Strands

Content descriptions in each Arts subject reflect the interrelated strands of **Making** and **Responding**.

- **Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- **Responding** includes exploring, responding to, analysing and interpreting artworks.

Making

Making in each Arts subject engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinaesthetically, critically and creatively. They develop knowledge, understanding and skills to design, produce, present and perform artworks. To make an artwork, students work from an idea, an intention, particular resources, an expressive or imaginative impulse, or an external stimulus.

Students learn, develop and refine skills as the artist and as audience for their own work, and as audience for the works of others. **Making** involves practical actions informed by critical thought to design and produce artworks. Students independently and collaboratively experiment, conceptualise, reflect, refine, present, perform, communicate and evaluate. They learn to explore possibilities across diverse art forms, solve problems, experiment with techniques, materials and technologies, and ask probing questions when making decisions and interpreting meaning.

Part of **Making** involves students considering their artworks from a range of viewpoints, including that of the audience. Students consider their own responses as artists to interpretations of the artwork as it is developed or in its completed form.

Responding

Responding in each Arts subject involves students, as both artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. Learning through making is interrelated with and dependent upon responding. Students learn by reflecting on their making and critically responding to the making of others.

When **Responding**, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students learn that meanings can be interpreted and represented according to different viewpoints, and that the viewpoints they and others hold shift according to different experiences.

Students consider the artist's relationship with an audience. They reflect on their own experiences as audience members and begin to understand how artworks represent ideas through expression, symbolic communication and cultural traditions and rituals. Students think about how audiences consume, debate and interpret the meanings of artworks. They recognise that in communities many people are interested in looking at, interpreting, explaining, experiencing and talking about the arts.

Relationships between the strands

Making and **Responding** are intrinsically connected. Together they provide students with knowledge, understanding and skills as artists, performers and audience and develop students' skills in critical and creative thinking. As students make artworks they actively respond to their developing artwork and the artworks of others; as students respond to artworks they draw on the knowledge, understanding and skills acquired through their experiences in making artworks.

Viewpoints

In both making and responding to artworks, students consider a range of viewpoints or perspectives through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences. The world can be interpreted through different contexts, including social, cultural and historical contexts. Based on this curriculum, key questions are provided as a framework for developing students' knowledge, understanding and inquiry skills.

Examples of viewpoints and questions through which artworks can be explored and interpreted

Examples of viewpoints	As the artist: <i>Sample questions students might consider when making artworks (as artists, performers, musicians etc.)</i>	As the audience: <i>Sample questions students might consider as an audience (including critic, historian) when responding to artworks</i>
Contexts, including but not limited to: <ul style="list-style-type: none"> • societal • cultural • historical 	<ul style="list-style-type: none"> • What does this artwork tell us about the cultural context in which it was made? • How does this artwork relate to my culture? • What social or historical forces and influences have shaped my artwork? • What ideas am I expressing about the future? 	<ul style="list-style-type: none"> • How does the artwork relate to its social context? • How would different audiences respond to this artwork? • What is the cultural context in which it was developed, or in which it is viewed, and what does this context signify? • What historical forces and influences are evident in the artwork? • What are the implications of this work for future artworks?
Knowledge <ul style="list-style-type: none"> • elements • materials • skills, techniques, processes • forms and styles • content 	<ul style="list-style-type: none"> • How is the work structured/ organised/arranged? • How have materials been used to make the work? • How have skills and processes been selected and used? • What forms and styles are being used and why? 	<ul style="list-style-type: none"> • Why did the artist select particular content?
Evaluations (judgments)	<ul style="list-style-type: none"> • How effective is the artwork in meeting the artist's intentions? • How are concepts and contexts interpreted by the artist? 	<ul style="list-style-type: none"> • How does the artwork communicate meaning to an audience? • What interpretations will audiences have?
Evaluations <ul style="list-style-type: none"> • philosophical and ideological • theoretical • institutional • psychological • scientific 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives does the artwork represent? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? 	<ul style="list-style-type: none"> • What philosophical, ideological and/or political perspectives evident in the artwork affect the audience's interpretation of it? • How do philosophies, ideologies and/or scientific knowledge impact on artworks? • What important theories does this artwork explore? • How have established behaviours or conventions influenced its creation? • What processes of the mind and emotions are involved in interpreting the artwork?

Band descriptions

Band descriptions provide information about the learning contexts that apply to the content descriptions and achievement standards in each Arts subject. Band descriptions in the Australian Curriculum: The Arts also emphasise the interrelated nature of the two strands, ***Making*** and ***Responding***.

Content descriptions

Content descriptions at each band in each subject describe the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn. A concept or skill introduced in a content description in one band may be revisited, strengthened and extended in later bands as needed. Examples of knowledge and skills appropriate for students at each band accompany content descriptions.

Content descriptions in each Arts subject focus on similar concepts and skills that, across the bands, present a developmental sequence of knowledge, understanding and skills. The focus of each content description in Foundation to Year 6 expands into more specific content descriptions for Years 7 to 10 as presented in the table below.

Content description	Foundation to Year 6	Content description	Years 7 to 10
1st	Exploring ideas and improvising with ways to represent ideas	1st	Exploring ideas and improvising with ways to represent ideas
		2nd	Manipulating and applying the elements/concepts with intent
2nd	Developing understanding of practices	3rd	Developing and refining understanding of skills and techniques
		4th	Structuring and organising ideas into form
3rd	Sharing artworks through performance, presentation or display	5th	Sharing artworks through performance, presentation or display
4th	Responding to and interpreting artworks	6th	Analysing and reflecting upon intentions
		7th	Examining and connecting artworks in context

Content elaborations

Content elaborations are provided for each content description in Foundation to Year 10 as support material to illustrate content. They are intended to assist teachers in developing a common understanding of how the content descriptions might be interpreted in the classroom. They are not intended to be comprehensive content points that all students need to be taught.

Achievement standards

Across Foundation to Year 10, achievement standards indicate the quality of learning that students should typically demonstrate by a particular point in their schooling.

An achievement standard describes the quality of learning (the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well placed to commence the learning required at the next level of achievement.

The sequence of achievement standards in each Arts subject describes progress in the subject, demonstrating a broad sequence of expected learning by the end of the band. This sequence provides teachers with a framework of development in the Arts subject.

The achievement standards for the Arts reflect the distinctive practices of each subject along with aspects of learning that are common to all Arts subjects. Subject-specific terminology and organisation reflect the essential characteristics of learning in each subject. The achievement standards also reflect differences in the nature and scope of the learning in each Arts subject, as well as the relationship between the interrelated strands, ***Making*** and ***Responding***.

Achievement standards will be accompanied by portfolios of annotated student work samples that illustrate the expected learning and help teachers to make judgments about whether students have achieved the standard.

Glossary

A glossary is provided to support a shared understanding of terminology used in particular ways in the Australian Curriculum: The Arts. Subject-specific definitions are provided where terms are used in more than one Arts subject and have differing definitions. Terms in everyday usage or used universally in an art form are not included in this glossary.

Student diversity

ACARA is committed to the development of a high-quality curriculum for all Australian students that promotes excellence and equity in education.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: The Arts. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice has been developed for schools and teachers on using the Australian Curriculum to meet diverse learning needs and is available under Student Diversity on the Australian Curriculum website.

Students with disability

The ***Disability Discrimination Act 1992*** and the ***Disability Standards for Education 2005*** require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases, curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: The Arts. Teachers can draw from content at different levels across the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

Students with gifts and talents

Teachers can use the Australian Curriculum: The Arts flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: The Arts and/or from local state and territory teaching and learning materials.

English as an additional language or dialect

Students for whom English is an additional language or dialect (EAL/D) enter Australian schools at different ages and at different stages of English language learning and have various educational backgrounds in their first languages. While many EAL/D students bring already highly developed literacy (and numeracy) skills in their own language to their learning of Standard Australian English, there are a significant number of students who are not literate in their first language, and have had little or no formal schooling.

While the aims of the Australian Curriculum: The Arts are ultimately the same for all students, EAL/D students must achieve these aims while simultaneously learning a new language and learning content and skills through that new language. These students may require additional time and support, along with teaching that explicitly addresses their language needs. Students who have had no formal schooling will need additional time and support in order to acquire skills for effective learning in formal settings.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation to Year 10 in each learning area accessible to EAL/D students.

The Arts across Foundation to Year 10

The Australian Curriculum: The Arts is based on the principle that all young Australians are entitled to engage fully in all the major art forms and to be given a balanced and substantial foundation in the special knowledge and skills base of each.

Complementing the band descriptions of the curriculum, the following advice describes the nature of learners and the curriculum across the following year groupings:

- Foundation to Year 2: typically students from 5 to 8 years of age
- Years 3 to 6: typically students from 8 to 12 years of age

- Years 7 to 10: typically students from 12 to 15 years of age.

Foundation to Year 2

Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.

In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.

The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

Years 3 to 6

Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.

While arts in the local community continues to be the initial focus for learning in the Arts, students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement.

Students also study artworks which represent Australia's connections with other places, the effects of these interconnections and the factors that affect people's knowledge and opinions of other places.

During these years of schooling, students' thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained.

Years 7 to 10

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.

In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.

Students' understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.

Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.

Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates.

General capabilities

In the Australian Curriculum, the general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century.

There are seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.

In the Australian Curriculum: The Arts, general capabilities are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons or abbreviations indicate where general capabilities have been identified in The Arts content descriptions and elaborations.

The following descriptions provide an overview of how general capabilities are addressed in the Australian Curriculum: The Arts; however the emphasis on each general capability will vary from one Arts subject to another. Detailed general capabilities materials, including learning continua, can be found here.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently, for learning and communicating in and out of school, and for participating effectively in society. Students use literacy when listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts. Literacy involves students using and modifying language for different purposes in a range of contexts.

In the Arts, students use literacy along with the kinetic, symbolic, verbal and visual languages of the five Arts subjects. This enables students to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own and others' artworks.

Each Arts subject requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the Arts vary according to context and they develop their ability to use language dynamically and flexibly. They use their literacy skills to access knowledge, make meaning, express thoughts, emotions and ideas, and interact with and challenge others.

Opportunities to use literacy might occur when students:

- share and explain ideas, discuss concepts, work collaboratively, participate in class discussions, write/talk about their work or other people's work, and present or introduce work
- use words and images/objects as stimulus
- research the context of an artwork
- ask questions about an artwork.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

In the Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across the Arts subjects, students can recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D and 3D shapes; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles.

Through making and responding across the Arts, students use numeracy skills to choreograph and perform dance; build, rehearse, sequence and time plays; plan, direct and edit media texts; compose, produce and record music; and design, construct and display art. Students work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own or others' artworks, such as diagrams, charts, tables, graphs and motion capture.

Opportunities to use numeracy might occur when students:

- combine dance movements to create sequences or sequences to create sections
- decide where to place actors in a performance space
- analyse audience responses to a media artwork
- compose a film score or music to accompany dance or drama
- explore concepts such as space, proportion and repetition in visual arts.

Information and communication technology (ICT) capability

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

In the Arts, ICT capability enables students to engage with digital and virtual technologies when making and responding to artworks. Students can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. They can enhance their ICT capability as they generate ideas and explore concepts and possibilities by exploiting available technologies.

Students learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information, and communicate with a variety of audiences.

Opportunities to use their ICT capability might occur when students:

- use a mobile device to document movement ideas for a dance work
- use a mindmap to describe a character or situation when devising drama
- use a digital tool or app to make a comic or stop-motion animation
- compose and record a backing track to accompany a song
- upload images or ideas for a collaborative artwork to a class blog or virtual gallery.

Critical and creative thinking

Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking is integral to activities that require students to think broadly and deeply. Students will use skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

In the Arts, critical and creative thinking is integral to making and responding to artworks. In creating artworks, students draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They generate, design and analyse art forms, consider possibilities and processes, and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. In responding to the Arts, students learn to analyse traditional and contemporary artworks and identify possible meanings and connections with self and community. They consider and analyse artists' motivations and intentions and possible influencing factors and biases. They reflect critically and creatively, both individually and collectively, on the thinking and design processes that underpin arts making. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

Opportunities to use their critical and creative thinking might occur when students:

- express their understanding of an idea or concept through dance
- ask 'what if' questions to create a scene in drama
- synthesise ideas to communicate a message in a media artwork
- explore the effect of different choices about tempo, dynamics or articulations
- analyse the meaning of an image or object and brainstorm collective responses as an audience.

Personal and social capability

Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including: recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

In the Arts, personal and social capability assists students to work, both individually and collaboratively, to make and respond to artworks. Arts learning provides students with regular opportunities to recognise, name and express their emotions while developing art form-specific skills and techniques. As they think about ideas and concepts in their own and others' artworks, students identify and assess personal strengths, interests and challenges. As art makers, performers and audience, students develop and apply personal skills and dispositions such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, students develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

Opportunities to develop and apply personal and social capability might occur when students:

- discuss options and make decisions collaboratively when deciding on pathways in a dance
- show adaptability when participating in a group improvisation exercise in drama
- share personal responses to media artworks such as 'I felt ...'
- set personal goals to build vocal or instrumental skills, for example, controlling breathing to sustain a long note or vary dynamics
- describe their immediate response to a visual artwork and empathise with others' opinions about the artwork.

Ethical understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially-oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

In the Arts, students develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgment of artists involved in issues and events. Students apply the skills of reasoning, empathy and imagination, and consider and make judgments about actions and motives. They speculate on how life experiences affect and influence people's decision making and whether various positions held are reasonable.

Students develop their understanding of values and ethical principles as they use an increasing range of critical thinking skills to explore ideas, concepts, beliefs and practices. When interpreting and evaluating artworks and their meaning, students consider the intellectual, moral and property rights of others. In particular, students learn about ethical and cultural protocols when engaging with Aboriginal and Torres Strait Islander Peoples and their histories, cultures and artistic practices.

Opportunities to develop and apply ethical understanding might occur when students:

- value diverse responses to their work
- consider different attitudes when responding to a prompt in process drama
- acknowledge sources of images, text and sound that they appropriate
- perform a music work in the way the class has agreed
- demonstrate sustainable practices and respect for the environment by using recycled materials.

Intercultural understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

In the Arts, intercultural understanding assists students to move beyond known worlds to explore new ideas, media and practices from diverse local, national, regional and global cultural contexts. Intercultural understanding enables students to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Students might explore forms and structures, use of materials, technologies, techniques and processes, or treatment of concepts, ideas, themes and characters. They develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Students are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, students are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.

Opportunities to develop and apply ICU capability might occur when students:

- research dances from different cultures that tell similar stories
- describe the role of drama in different cultures
- explore cultural issues represented in media
- learn and share music using practices from different cultural traditions

- explore the meaning of visual symbols from different cultures. Cross-curriculum priorities

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

In the Australian Curriculum: The Arts, these priorities will have a strong but varying presence, depending on the subject. Icons or abbreviations indicate where cross-curriculum priorities have been identified in The Arts content descriptions and elaborations. Teachers may find further opportunities to incorporate explicit teaching of the priorities, depending on their choice of activities.

Aboriginal and Torres Strait Islander histories and cultures

In the Australian Curriculum: The Arts, the Aboriginal and Torres Strait Islander histories and cultures priority enriches understanding of the diversity of art-making practices in Australia and develops appreciation of the need to respond to artworks in ways that are culturally sensitive and responsible. The Arts explores the intrinsic value of the artworks and artists' practices of Aboriginal and Torres Strait Islander people as well as their place and value within broader social, cultural, historical and political contexts.

The Australian Curriculum: The Arts enables the exploration of art forms produced by Aboriginal and Torres Strait Islander people. The Arts explores the way the relationships between People, Culture and Country/Place for Aboriginal and Torres Strait Islander Peoples can be conveyed through a combination of art forms and their expression in living communities, and the way these build Identity. It develops understanding of the way Aboriginal and Torres Strait Islander arts practices can involve combining art forms for both practical and cultural reasons. It recognises the way that Aboriginal and Torres Strait Islander artists work through and within communities in diverse contemporary, mediated and culturally endorsed ways, enabling artists to affirm connection with Country/Place, People and Culture.

In the Arts, students learn that the oral histories and belief systems of Aboriginal and Torres Strait Islander Peoples are contained in and communicated through cultural expression in story, movement, song and visual traditions. They have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation. Students may also extend their cultural expression with appropriate community consultation and endorsement.

Asia and Australia's engagement with Asia

In the Australian Curriculum: The Arts, the Asia and Australia's engagement with Asia priority provides rich, engaging and diverse contexts in which students make and respond to artworks and explore their related cultural and social significance. This priority enables investigation of the role of the Arts in developing, maintaining and transforming cultural beliefs and practices and communicating an understanding of the rich cultural diversity of the Asia region.

The Australian Curriculum: The Arts examines art forms that have arisen from the rich and diverse belief systems and traditions of the Asia region. Students will consider the aesthetic qualities of these art forms as well as their local, regional and global influence. The Arts provides opportunities to explore how artistic collaboration takes place within and across countries of the Asia region, including Australia.

In The Australian Curriculum: The Arts, students engage with a variety of art forms, media, instruments and technologies of the Asia region. In doing so, they reflect on the intrinsic value of these artworks and artists' practices as well as their place and value within broader social, cultural, historical and political contexts.

Sustainability

In the Australian Curriculum: The Arts, the Sustainability priority provides engaging and thought-provoking contexts in which to explore the nature of art making and responding.

The Sustainability priority enables the exploration of the role of the Arts in maintaining and transforming cultural practices, social systems and the relationships of people to their environment. Through making and responding in the Arts, students consider issues of sustainability in relation to the resource use and traditions in each of the Arts subjects. The Arts provides opportunities for students to express and develop world views, and to appreciate the need for collaboration within and between communities to implement more sustainable patterns of living.

In this learning area, students use the exploratory and creative platform of the Arts to advocate effective action for sustainability. This action is informed by a range of world views, and the need for social justice and ecosystem health. Students choose suitable art forms to communicate their developing understanding of the concept of sustainability and to persuade others to take action for sustainable futures.

Links to other learning areas

Learning in and through the Arts involves the development of understanding and knowledge of informed and effective participation not only in the Arts but also in other learning areas. The most obvious learning area connections occur with English, History and Geography because the Arts embody some of the most significant and recognisable works, products and records of all cultures. The Arts can also provide a range of pedagogies for use across learning areas in the curriculum.

Some Arts subjects have direct relationships with other learning areas within the Australian Curriculum and are described below. Relationships with other subjects in the Australian Curriculum will be added as they are published.

English

The Arts and English complement each other and strengthen student learning in many ways. Skills developed in English and the Arts include exploring, interpreting and responding to texts and artworks, and creating texts/works using a variety of media and forms. Through the study of the Arts, students learn how to engage with artworks with critical discernment and how to create their own artworks as ways of understanding and communicating about the world. In their studies of both English and the Arts, they encounter representations of the past, the present and the future that demonstrate the power of language and symbol, and they learn to extend the range of their own expression. These skills are developed across a range of forms, including art, dance, photography, film, music, media artworks and playwriting.

Drama and Media Arts have a strong focus on language, texts and narrative, and aspects of these two Arts subjects are taught as part of English. With the convergence of different textual forms and the growing importance for students to be able to create and critique new concepts, Media Arts and Visual Arts help students to create multimodal artworks and understand the codes and conventions that are used to communicate meaning.

Geography

Students are curious about their personal world and are interested in exploring it. Through the Arts, as in Geography, students explore their immediate experience and their own sense of place, space and environment. Learning about their own place, and building a connection with it, also contributes to their sense of identity and belonging. The Australian Curriculum: The Arts supports the approach of Geography using local place as the initial focus for learning, while recognising that young students are also aware of and interested in more distant places. The curriculum provides opportunities to build on this curiosity. As they engage with the Arts, students find out about the ways they are connected to places throughout the world by exploring artworks from other places and cultural groups in their community, investigating the origin of familiar products and analysing world events.

History

The skills taught in The Arts include communicating with others about, comprehending and researching artworks from the past, reinforcing learning in History. Studying artworks from a range of historical, social and cultural contexts helps students understand the perspectives and contributions of people from the past. Students undertake research, read texts with critical discernment and create artworks and texts that present the results of historical understanding.

Mathematics

In the Arts and Mathematics, students build their understanding of relationships between time and space, rhythm and line through engagement with a variety of art forms and mathematical ideas. Art making requires the use and understanding of measurement in the manipulation of space, time and form. Creating patterns in the Arts involves counting, measurement and design in different ways across the various art forms.

In both Visual Arts and Mathematics, students learn about size, scale, shape, pattern, proportion and orientation. These concepts are also explored in Dance, Drama and Media Arts through design concepts and the design process in these art forms. Links between Music and Mathematics initially focus on time and rhythm.

Science

There is a strong relationship between the development of observational skills, imaginative speculation and encouragement of curiosity and questioning within the scientific and artistic explorations of real and imagined worlds. Design may be employed when developing new products or solutions to problems. The Arts provides opportunities for students to explore and communicate scientific ideas and to develop and practise techniques. These include making artworks that present an understanding of how systems in plants and animals work together or using the materials, techniques and processes of photography to investigate light and the properties of colour, illusion, and matter. Music, Drama and Dance may be utilised to challenge thinking about scientific issues which affect society.

Implications for teaching, assessment and reporting

In the Australian Curriculum: The Arts, the two strands of *Making* and *Responding* are interrelated and inform and support each other. When developing teaching and learning programs, teachers combine aspects of the strands in different ways to provide students with learning experiences that meet their needs and interests. The content descriptions may be approached in any order which is suitable to the particular teaching and learning application. The curriculum provides many opportunities for integration of learning between Arts subjects and with other learning areas.

Engaging learning programs will provide opportunities for students to:

- develop skills and dispositions such as curiosity, imagination, creativity and evaluation
- engage all aspects of perception: sensory, emotional, cognitive, physical and spiritual
- work individually and collaboratively.

Although Dance, Drama, Media Arts, Music, and Visual Arts are described individually in The Arts, students require opportunities to study and make artworks that feature fusion of traditional art forms and practices to create hybrid artworks. This learning involves exploration of traditional and contemporary arts practices from different cultures, including works from Aboriginal and Torres Strait Islander cultures as suitable to community and cultural protocols. Such works might:

- combine performance, audio and/or visual aspects
- combine processes typical of the different Arts subjects
- involve other learning areas
- exist in physical, digital or virtual spaces
- combine traditional, contemporary and emerging media and materials
- be created individually or collaboratively.

Teachers in schools are the key to providing students with rich, sustained, rigorous learning in each of the subjects in the Arts. The arts industry complements the provision of the Arts curriculum in schools through programs and partnerships. The industry increasingly provides specialist services for schools, as appropriate, through experiences such as visiting performances, demonstrations and exhibitions, artists in residence, teacher professional development and access for students and teachers to specialised facilities in galleries, concert halls, theatres and other arts venues.

While content descriptions do not repeat key skills across the bands, it should be noted that many aspects of The Arts curriculum are recurring, and teachers need to provide ample opportunity for revision and consolidation of previously introduced knowledge and skills.

Students learn at different rates and in different stages. Depending on each student's rate of learning or the prior experience they bring to the classroom, not all of the content descriptions for a particular band may be relevant to a student in those year levels.

Some students may have already learned a concept or skill, in which case it will not have to be explicitly taught to them in the band stipulated. Other students may need to be taught concepts or skills stipulated for earlier bands. The content descriptions in the Australian Curriculum: The Arts enable teachers to develop a variety of learning experiences that are relevant, rigorous and meaningful and allow for different rates of development, in particular for younger students and for those who require additional support.

Some students will require additional support to develop their skills in specific Arts subjects. It is expected that appropriate adjustments will be made for some students to enable them to access and participate in meaningful learning, and demonstrate their knowledge, understanding and skills across the five Arts subjects. To provide the required flexibility, teachers need to consider the abilities of each student and adopt options for curriculum implementation that allow all students to participate.

This might involve students using modified tools, materials, technologies or instruments to create or perform works. Teachers might consider varying the form in which students respond to a work: moving or drawing, for example, rather than writing or speaking, or working collaboratively rather than individually.

Teachers use the Australian Curriculum content descriptions and achievement standards firstly to identify current levels of learning and achievement, and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. These take into account that in each class there may be students with a range of prior achievement (below, at or above the year level expectations) and that teachers plan to build on current learning. Organisation of the curriculum in bands provides an additional level of flexibility that supports teachers to plan and implement learning programs that are appropriate for all students and make best possible use of available resources.

Teachers also use the achievement standards at the end of a period of teaching to make on-balance judgments about the quality of learning demonstrated by the students – that is, whether they have achieved below, at or above the standard. To make these judgments, teachers draw on assessment data that they have collected as evidence during the course of the teaching period. These judgments about the quality of learning are one source of feedback to students and their parents and inform formal reporting processes.

If a teacher judges that a student's achievement is below the expected standard, this suggests that the teaching programs should be reviewed to better assist individual students in their learning in the future. It also suggests that additional support and targeted teaching will be needed to ensure that students are appropriately prepared for future studies in specific Arts subjects.

Assessment of the Australian Curriculum: The Arts takes place at different levels and for different purposes, including:

- ongoing formative assessment within classrooms for the purposes of monitoring learning and providing feedback to teachers to inform their teaching, and for students to inform their learning
- summative assessment for the purposes of twice-yearly reporting by schools to parents and carers on the progress and achievement of students.

Glossary

2D

artworks that exist on a flat surface, that have height and width, such as paintings and drawings

3D

artworks that have depth as well as height and width, such as sculpture and installation

4D

artworks that have depth, height, width and added temporal and spatial dimensions. For example, artworks that incorporate time, such as time-based installations, or artworks that incorporate performance on a moving image

aesthetic

specific artistic awareness, or a deep appreciation of the meaning of an artistic experience through intellectual, emotional and sensual response to a work of art

in Dance, standards of appropriateness and competency relevant to the genre/style/time/place

in Drama, involves subjective responses to non-verbal, affective and verbal devices which can be representative of genre/style/time/place

in Media Arts, involves engagement with and increasing understanding of how images, sounds and texts can be used to provoke responses

in Music, involves the subjective responses by which music is perceived and judged, which can be relevant to genre/style/time/place

in Visual Arts, the philosophical theory or set of principles governing the idea of beauty at a given time and place

art form

specific shape or quality an artistic expression takes, such as dance, drama, media arts, music and visual artworks

articulation

in Dance, the manner in which movement of the body is clearly coordinated and differentiated. For example, lifting the arm with the elbow initiating the movement

in Drama, voice: to form clear, distinct and accurate sounds for dramatic purpose; movement: to isolate and move specific parts of the body for dramatic purpose

in Music, the way a note is sung or played, such as short and detached (staccato), smooth (legato) or accented, which contributes to the overall style and interpretation

artists

generic term for the maker of an artwork in each of the five Arts subjects

artwork

generic term for a performance or an artwork in each of the five Arts subjects. When referred to generically this curriculum uses the term 'artwork'. Within each Arts subject, the subject-specific terms are used. Artworks are frequently described with reference to forms or styles

atmosphere

the established mood or feeling conveyed in an artwork or performance

audience

individuals or groups of people who experience the arts in a range of settings and contexts (formal, informal, virtual or interactive) through intellectual, emotional and social engagement. The artist is audience to their own artwork.

aural skills

particular listening skills students develop to identify and discriminate between sounds in Music. Also referred to as ear training which involves focused listening activities through which students identify sounds such as rhythm, pitch and timbre

body awareness

focuses on the individual's own body shapes, body bases, body parts, locomotor and non-locomotor movements

body bases

body parts that support the rest of the body. For example, when standing, the feet are the body base; when kneeling, the knees are the body base

body language

non-verbal communications through movement, gesture, facial expression, posture and proxemics (non-verbal communication)

body parts

using isolated parts or sections of the body. For example, arms, legs, head, torso, feet or hands

body zones

body areas of right side, left side, front, back, upper half and lower half

character

identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action

choreographic devices

the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon

choreographic form

the arrangement of movement within the structure of a dance

codes

in Media Arts, codes can be further broken down into technical codes (such as camera angles, brush strokes, body movement) and symbolic codes (such as the language, dress, actions of characters, visual symbols)

In Visual Arts, accepted ways of arranging materials into familiar forms, such as print, painting, moving image or sculpture

composition

the placement or arrangement of elements or parts in artworks

conventions

traditional or culturally accepted ways of doing things based on audience expectations. Each art form has hundreds of conventions built up over time and widely accepted by audiences

craft

an intellectual and physical activity where artists explore the materials and processes to produce unique objects for the purposes of: experimentation with form or function; exhibition; production; and personal or community need. Indigenous cultures draw no distinction between art and craft and, similarly, contemporary culture values the interplay between the art/craft, design/craft, the art/designer or the design/maker. The crafted and handmade sit alongside the manufactured design object as part of historical, national and cultural identities

design elements

include line, colour, shape, texture, space and form found in artworks, and incorporated in the design of performance spaces (including sets) for dance and drama

design principles

accepted conventions associated with organising design elements and can include unity, balance, hierarchy, scale, proportion, emphasis, similarity and contrast

dramatic action

the driving force and forward motion of drama to create dramatic meaning, tension, belief and audience engagement. The movement of the drama from the introduction, exposition of ideas and conflict to a resolution

dramatic meaning

a signified, intended purpose or effect interpreted from the communication of expressive dramatic action

dynamics

in Dance, refers to how movement is performed, and includes the weight, force, and/or energy that are applied to movement over time. For example, heavy to light weight, strong to gentle force, or fast to slow release of energy

in Music, dynamics and expression refers to how the sound is performed, including sound qualities. For example, the relative volume and intensity of sound

elements of dance

space: where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space

time: when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat

dynamics: how dance is performed, including weight, force, energy and movement qualities

relationships: associations or connections occurring when the body dances: between body parts (for example, right arm to left arm, hand to face); the body and the floor (for example, close to, away from); the body and objects (for example, a chair, fan, stick, scarf); the body and space (for example, an expansive or limited relationship); and the body and others (for example, dance to one or more dancers)

elements of drama

role, character and relationships:

role and character : identification and portrayal of a person's values, attitudes, intentions and actions as imagined relationships, situations and ideas in dramatic action; role focus on type and stereotype; characters are detailed and specific

relationships: the connections and interactions between people that affect the dramatic action

situation: the setting and circumstances of the dramatic action – the who, what, where, when and what is at stake of the roles/characters

voice and movement:

voice: using voice expressively to create roles, situations, relationships, atmosphere and symbols

movement: using facial expression, posture and action expressively in space and time to create roles, situations, relationships, atmosphere and symbols

focus: directing and intensifying attention and framing moments of dramatic action

tension: sense of anticipation or conflict within characters or character relationships, or problems, surprise and mystery in stories and ideas to propel dramatic action and create audience engagement

space and time:

space: the physical space of the performance and audience, fictional space of the dramatic action and the emotional space between characters

time: fictional time in the narrative or setting; timing of one moment to the next contributing to the tension and rhythm of dramatic action

language, ideas, dramatic meaning, mood and atmosphere, and symbol:

language, ideas and dramatic meaning: the choice of linguistic expression and ideas in drama used to create dramatic action

mood and atmosphere: the feeling or tone of both the physical space and the dramatic action created by or emerging from the performance

symbol: associations that occur when something is used to represent something else to reinforce or extend dramatic meaning

elements of media arts

Also known as technical and symbolic elements:

composition

time

space

sound

movement

lighting

elements of music

rhythm (including tempo and metre): the organisation of sound and silence using beat, rhythm and tempo (time)

pitch: the relative highness or lowness of sound. Pitch occurs horizontally (as in a melody) and vertically (as in harmony)

dynamics and expression: the relative volume (loudness) and intensity of sound and the way that sound is articulated and interpreted

form and structure: the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece

timbre: the particular tone, colour or quality that distinguishes a sound or combinations of sounds

texture: the layers of sound in a musical work and the relationship between them

expressive skills

in Dance, is the use of facial expression to communicate in performance

in Drama, is the use of facial and vocal expression to communicate in performance

in Music, is the use of elements such as dynamics combined with technical skills to enhance performance

focus

to concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent. For example:

in Dance, to concentrate on the dancer's line of sight or dramatic action

in Drama, directing and intensifying attention and framing moments of dramatic action or identifying the main idea of the drama

in Visual Arts, to draw the audience's attention to a particular point in the artwork

forms

in each Arts subject, form is the whole of an artwork created by the elements and the way they are structured:

in Dance, form is the shape or structure of a dance according to a preconceived plan. For example, AB, ABA, rondo, narrative, chance

in Drama, form is the way drama is structured. Drama forms are shaped by the application of the elements of drama within particular social, cultural and historical contexts

in Music, form is the sections within a piece of music, for example, binary form (AB) contains section A, then section B; ternary form (ABA) contains section A, section B, then return to section A; rondo form (ABACA) contains section A, section B, section C, then return to section A

in Visual Arts, two-dimensional form (see 2D), three-dimensional form (see 3D) and four-dimensional form (see 4D)

found sound sources

natural and manufactured objects including stones and household objects

hybrid art form

the combination of more than one art form within an artwork

improvisation

spontaneous, creative activity applying the elements of an art form:

in Dance, movement that is created spontaneously, either free-form or highly structured

in Drama, a spontaneous enactment taking on roles and situations to create dramatic action and extend an idea; usually short and are structured into a complete little play

in Music, spontaneously extending and varying music ideas in response to initial material or responses invented by other performers in an ensemble

institutions

in Media Arts, organisations that enable and constrain media production and use

key concepts (Media Arts)

languages: refers to the system of signs or symbols that media artworks use to communicate ideas and stories. The language system is a combination of symbolic codes and the technical form of media arts technologies. The language systems of media artworks use and control technical and symbolic elements to communicate meaning

technologies: the tools and processes which are essential for producing, accessing and distributing media

institutions: the individuals, communities and organisations that influence, enable and constrain media production and use. Institutions are framed by the social, historical and cultural context

audiences: the individuals or groups for whom media artworks are made and who respond as consumers, citizens and creative individuals. audiences engage and interact based on expectation and experience

representation: the act of representing people, places and times, shared social values and beliefs through images, sounds and text, or a combination of these. The representations are a constructed reality

kinaesthetic intelligence

involves how well an individual perceives and controls their body in terms of physical activity and/or fine motor skills within the space of a dance

locomotor movement

travelling movements, movement from one space to another such as walking, running, hopping, skipping, leaping or crawling

materials

physical resources, equipment including technologies, and information used to make artworks. For example, paint, digital camera, pencil, drum and/or clarinet

medium

the material used in making an artwork

movement vocabulary

the accumulation of movement, steps, gestures that make up a repertoire for physical expression of feelings or ideas

multimedia

artworks that incorporate a broad range of media including graphics, text, digital media, audio or video

non-locomotor movement

movement of the body occurring above a stationary base, on the spot movements. Also called axial movement. For example, bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying

notation

written symbols that represent and communicate sound. Notation can be invented, recognisable to a traditional style or culture, or digitally created

pathways

in Dance, patterns created in the air or on the floor by the body or body parts as a dancer moves in and through space

performance style

a type of dramatic expression communicated for a particular effect with distinguishing features and appearance

pitch

in Music, the highness or lowness of a sound

playbuilding

creating a play through improvisation or devising

practices

the application of Arts skills and knowledge to create, represent, communicate and respond in a specific art form

practise

regularly revising, developing and consolidating skills, techniques and repertoire as a class or as an individual

process drama

a method of teaching and learning drama where both the students and teacher are working in and out of role

projection

in Dance, the communication of meaning through extension and focus of the body

in Drama, the loudness of the voice of an actor, and how it is carried to the audience

purposeful play

is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (Early Years Learning Framework)

representation

the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs:

in Media Arts, one of the five key concepts

a concept in Visual Arts

rhythm

in Dance, combination of long and short movements

in Music, combinations of long and short sounds that convey a sense of movement subdivision of sound within a beat

in Media Arts, a technique or effect achieved in editing

role

adopting identification and portrayal of a person's values, attitudes, intentions and actions and portraying these as imagined relationships, situations and ideas in dramatic action

roleplay

to pretend to be someone else

safe dance practices

can be defined as the practice of selecting and executing safe movement. The focus is on providing dance activities and exercises which allow students to participate without risk of injury. All dance movement should be performed relevant to an individual's body type and capabilities

scene

the dramatic action that occurs in a particular time and place; a section of a play

score

a collection of notated representations of sound used to communicate musical information. Scores can use graphic, traditional, invented or stylistically specific symbols

sequence

the linking together of series of ideas, much like words are linked together to form sentences and paragraphs:

in Dance, a choreographic device where movements are linked together to form a series of movements/phrases

in Media Arts, a series of still and/or moving images with or without sound are intentionally put into an order

in Music, a melodic, rhythmic or harmonic pattern. It can also describe the process or product of arranging blocks of music using 'sequencing' software

story principles

in Media Arts, selecting and organising the elements of structure, intent, characters, settings and points of view within the conventions of a genre, such as a Hollywood love story that follows a pattern of boy meets girl, boy loses girl, boy gets girl

style

the influencing context of an artwork, such as Impressionist in Visual Arts; ballet or hip hop in Dance; Romanticism in Music; or postmodern, twenty-first century or contemporary, among many others.

technical skills

combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice:

in Dance: proficiencies developed through the acquisition of appropriate strength, flexibility, coordination and endurance in the performance of body actions, locomotor and non-locomotor movements, and developed with practice to perform in specific dance styles

in Music: proficiencies developed with practice in order to sing or play instruments

technique

in Dance, the acquisition and execution of dance skills within a given dance style or genre

in Drama, techniques include ways of using voice and movement to create role and dramatic action; also techniques in lighting, sound, set building and painting, costume making, and make-up

in Music, the capacity to control a voice or instrument in order to produce a desired sound

in Visual Arts, the manner of making or skills used in making an artwork

technologies

the tools and equipment that can be materials for making and responding. One of the five key concepts in Media Arts

timbre

the particular tone, colour or quality that distinguishes sound or combinations of sounds

tone

in Drama, tone of voice

in Music, the particular characteristics of a sound

in Visual Arts, the lightness or darkness of a colour (value)

viewpoints

a collection of perspectives, lenses or frames through which artworks can be explored and interpreted

visual conventions

combinations of components and approaches, such as combinations of elements, design principles, composition and style

visual devices

combinations of approaches or techniques in compositions and representations

visual elements

see design elements

The Australian Curriculum The Arts - Media Arts

Overview

Rationale

This rationale complements and extends the rationale for The Arts learning area.

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

Aims

In addition to the overarching aims for the Australian Curriculum: The Arts, Media Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them
- creative and critical thinking, and exploring perspectives in media as producers and consumers
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Learning in Media Arts

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

Making in Media Arts involves using communications technologies to design, produce and distribute media artworks.

Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In both **Making** and **Responding** students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is constructed realities – of the world, communicated through languages and technology for an audience in community and institutional contexts.

Knowledge and skills of Media Arts

In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. By creating media artworks they engage the senses, the imagination and the intellect, and they learn to express and challenge constructs of the world. Through creative and critical use of language and technology, students develop aesthetic control that allows them to communicate with clarity and impact through the media they both create and consume.

In Media Arts, both technical and symbolic elements work together within established and emerging media conventions and technologies to inform, persuade, entertain and educate through story structures and ideas.

In the experience of making and responding to media artworks, students develop identity and learn to understand themselves and others through aesthetic processes that promote critical perception, personal expression and collaboration. Designing and creating media artworks involves the development of technical, physical and communication skills.

The development of aesthetic knowledge in Media Arts rewards students' curiosity and creative exploits. This development increases their engagement with and understanding of how images, sounds and text create experiences consumers recognise and respond to physically, emotionally and intellectually.

The information below outlines the knowledge and skills that students need to develop in Media Arts. Terms specific to this curriculum are defined in the Glossary and a hyperlink to examples of band-appropriate knowledge and skills is provided after the content descriptions.

Knowledge

Students discover and explore the key concepts and elements of media arts, applying story principles and making and responding to media arts in various forms.

Key concepts

Students develop knowledge and understanding of five key concepts: the media languages used to tell stories; the technologies which are essential for producing, accessing and distributing media; the various institutions that enable and constrain media production and use; the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals; and the constructed representations of the world, which rely on shared social values and beliefs.

The elements of media arts (technical and symbolic elements)

The technical and symbolic elements of media arts, including composition, space, time, movement, sound and lighting, work together to create meaning in different contexts and forms for different purposes.

Story principles

The elements of media arts are combined and shaped using story principles of structure, intent, characters, settings, points of view and genre conventions.

Viewpoints

In both **Making** and **Responding**, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique media artworks as producers and consumers of media arts, they may ask and answer questions to interrogate the producers' meanings and the consumers' interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of how elements, materials, skills and processes are used. These questions provide the basis for making informed critical judgments about their own media artworks and the media artworks they see, hear, interact with and consume as audiences. The complexity and sophistication of such questions will change across Foundation to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.

Forms

As they learn in Media Arts, students create and analyse forms such as film, news report, documentary, advertisement, music video, animation, video games and/or a combination of these. From contemporary and personal experiences of media culture they learn how forms, styles and contexts of media artworks are shaped by histories, purpose, traditions and communications technologies. Students explore stylistic forms from local and global contexts including those from Aboriginal and Torres Strait Islander and Asian cultures. They produce artworks in narrative and non-narrative forms that reach audiences through specific media contexts that include but are not limited to radio, print, cinema, television, internet, mobile devices or new and emerging contexts.

Skills, techniques and processes

The skills, techniques and processes to create media artworks are developed through the three stages of production: pre-production (including scriptwriting, storyboarding, sketching designs, planning, research); production (including capturing, recording, directing); and post-production (including mixing, editing, assembling, laying out, distributing). Students learn through critical thinking and creative processes in media arts practice. They learn to collaborate in creative teams and analytically respond to, and interact with, context and audience. Students learn to apply key concepts, story principles, and elements of media (symbolic and technical) as they design, produce, distribute and analyse media artworks. Students learn and use the established and emerging techniques and practices (media conventions) for creating within different media forms.

As students' learning progresses, they learn about safe practice in media arts and develop digital citizenship through processes that respect rights, responsibilities and protocols in the creating of their media artworks.

Materials

In developing knowledge and skills in Media Arts, students use images, sounds and text and the technologies used to create them. Students may also use equipment, props, costumes and sets during production, depending on what is suitable to the form of the media artwork and the intention of the artist.

Years 7 and 8

In Years 7 and 8, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and of the Asia region. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. Students explore social and cultural values and beliefs of Aboriginal and Torres Strait Islander Peoples as represented in media artworks and consider how these may influence the media artworks they make. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles.

As they make and respond to media artworks, students explore meaning and interpretation, forms and elements including structure, intent, character, settings, points of view and genre conventions, and media conventions. They consider social, cultural and historical influences and representations in media arts. They evaluate how established behaviours or conventions influence media artworks they engage with and make.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They develop ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Years 7 and 8 Content Descriptions

Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)



- creating multiple representations of the same person, place or concept in different media and for different intentions



- experimenting with use of images, sounds and text and selected conventions to challenge existing stereotypes in society



- combining established genre conventions such as framing in still and moving image, sound in radio play or audiovisual artworks, and font size, shape and colour in print



- Considering viewpoints – forms and elements: For example – What elements define a genre? How can I create mood and setting through images/sound/framing?

Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)



- investigating viewpoints when making decisions about how they will represent a theme, concept or idea, and considering media conventions and genres
- manipulating combinations of technical and symbolic elements (composition, time, space, sound, movement, lighting) to represent ideas and feelings in their media artworks
- discussing and documenting their choices of representation to strengthen meaning in their media artworks
- Considering viewpoints – philosophies and ideologies: For example – What ideological or political perspectives are evident in my artwork to engage a particular audience? What established behaviours or conventions have influenced the design of my artwork for a particular audience?
- exploring media artworks that provide different ideas and concepts based on points of view and institutional practice, including viewing and experimenting with the depiction of cultural groups and social values in Australian film and television



Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)



- creating their own media artworks that fulfil audience expectations because of the way the story is structured, such as including a point of conflict, building characters and achieving a resolution
- Considering viewpoints – forms and elements: For example – What elements define a genre? How can I create mood and setting through images/sound/framing?
- exploring genres such as narrative, non-narrative, experimental and documentary and making a trailer in a similar style
- telling a news story in print and for online publishing and discussing the differences in the structure of content, meaning and delivery between the two media
- analysing and evaluating the structural choices made in their media artworks by documenting their process in records such as journals, blogs, and video or audio recording
- Considering viewpoints – evaluations: For example – How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces?

Plan, structure and design media artworks that engage audiences (ACAMAM069)



- selecting footage that has been captured on a camera, editing the footage into a sequence and applying a soundtrack that matches the edited sequence's pace, rhythm and style



- manipulating sound and camera angles to create mood and setting



- Considering viewpoints – forms and elements: For example – What elements define a genre? How can I create mood and setting through images/sound/framing?

- applying image manipulation software to manipulate contrast, correct colour and add filters or text to an image to enhance the mood or strengthen a point of view



- demonstrating awareness of responsible media practices



- understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people



Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)



- promoting a school event through different media and online formats, making decisions about time, technological access, and ethical and economic constraints



- distributing a media artwork designed to engage a specific audience and using appropriate rights and permissions to upload to the internet, for example, distributing a music video they have made



- justifying their choices for distribution of media artworks for a particular audience



- understanding Aboriginal and Torres Strait Islander cultural protocols for using images of people



- Considering viewpoints – societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming?

Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)



- analysing stereotypes looking at what features have been omitted or exaggerated, including stereotypical representations of Aboriginal and Torres Strait Islander Peoples
- Considering viewpoints – societies and cultures: For example – What features have been omitted or exaggerated in a stereotype? What are the differences between the private sector and the public sector television programming?
- investigating use of character types in fictional representations in comedies to see how selected features allow for quick communication



- deconstructing a magazine cover explaining how each of its elements, for example, font, masthead and positioning of imagery, contribute to the overall reading



- analysing a still image on the basis of photographic composition, image effects (digital and non-digital), and framing, and how they influence meaning, for example, images representing different cultural groups or ethnicities in Australian society, including Aboriginal and Torres Strait Islander Peoples



Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072)



- surveying the programming of public sector versus private sector television and commenting on differences
- comparing a media artwork (such as an animation) from a sole producer with one from an international organisation and commenting on differences in style
- analysing the role of media artworks and media artists in transmitting cultural information and creating awareness of contemporary issues, such as water quality



- conducting a case study of how the story from a Hollywood blockbuster film is adapted across media platforms to reach different audiences; for example, games players, social media users, television viewers



- Considering viewpoints – evaluations: For example – How are media artworks changed when viewed outside a cultural context? How effective is my image construction in terms of making meaning to me and to others? How can I undertake safe and ethical media practice in online spaces?

- debating an issue like the media's intrusion on the individual's right to privacy



Examples of knowledge and skills in Media Arts

In this band students develop their knowledge of how ideas and intentions are communicated in and through media arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story principles

Structure

- developing ideas and story structures through media and genre conventions to shape understanding and experience for a particular audience

Intent

- imagining and communicating representations within a local context or popular culture for a specific purpose

Character

- the characteristics and motivations of fictional and non-fictional subjects portrayed through their physicality, voice, costumes, props and/or acting

Settings

- the real or imagined environments and situations, and their relationship to characters and ideas

Points of view

- perceiving and constructing stories and ideas from different perspectives

Genre conventions

- the established and accepted patterns for constructing meaning in a particular form or style

Media conventions

- the established techniques for creating within different media forms

Languages: elements of media arts (technical and symbolic)

Composition

- the arrangement, weight and focus of components in images, sounds and texts that are sequenced to communicate ideas and stories, using juxtaposition in framing, audio effects, editing and layout

Time

- the experience and construction of time through the ordering, duration and depiction of action, ideas and events

Space

- the depiction of place and environment through the relationship between subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context

Sound

- loudness, softness
- ambient noise

- music for effect

Movement

- the perception and depiction of moving action, and the design of interactivity

Lighting

- intensity and direction of light, shadow and colour for texture, focus and mood

Technologies

- planning, controlling, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience

- examining the ways in which audiences make meaning and how particular audiences engage, interact and share different media artworks

Institutions: individuals, communities and organisations

- the local and cultural contexts shaping purpose and processes to produce media artworks
- the role and ethical behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues

Years 7 and 8 Achievement Standard

By the end of Year 8, students identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they and other makers and users of media artworks from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning. They identify and analyse the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Years 9 and 10

In Years 9 and 10, learning in Media Arts builds on the experience of the previous band. It involves students making and responding to media arts independently and in small groups, and with their teachers and communities. They explore media arts as an art form through representation, manipulation of genre and media conventions and analysis of media artworks.

Students refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. They extend the use of time, space, sound, movement and lighting as they use technologies. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

As they experience media arts, students draw on media arts from a range of cultures, times and locations. They explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples, and from Asia. Students learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies. As they explore media forms, students learn that over time there has been further development of different traditional and contemporary styles. They explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks.



As they make and respond to media artworks, students explore meaning and interpretation, forms and elements and social, cultural and historical influences of media arts. They consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks. They evaluate the social and ethical implications of media arts.

Students maintain safety in use of technologies and in interaction with others, including the use of images and works of others. They maintain ethical practices and consider regulatory issues when using technology. Their understanding of the roles of artists and audiences builds upon previous bands as students engage with more diverse media artworks.

Years 9 and 10 Content Descriptions

Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text
(ACAMAM073)



- combining different film trailers from different genres or styles, and editing them together to create a new film genre or style

- constructing characters for a computer game that appeals to diverse audiences and who use it for different purposes

- Considering viewpoints – forms and elements: For example – What genres and styles can I edit together to create a new genre or style?

Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)



- exploring cultural, social and environmental issues represented in the media and re-imagining and remixing alternate versions to present a variety of viewpoints
- utilising the techniques of 'culture jamming' to change the meanings of well-known media artworks such as popular advertisements
- Considering viewpoints – evaluations: For example – How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through 'culture jamming'?
- experimenting with images, sounds and text to develop representations of current social issues
- exploring the communication of cultural and social values in Australian music videos, such as those by Aboriginal and Torres Strait Islander artists, for consideration in their own work



Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)



- refining use of production skills by working collaboratively to ensure that work meets expectations, for example, fulfilling a brief developed by in-school clients
 - designing media artworks to communicate with a particular audience, for example, applying genre conventions or refining use of sound and movement
 - trialling and refining different layouts, designs and platforms for a website or virtual world, keeping the content consistent with the expectations of the end user and with awareness of appropriate internet protocols
 - Considering viewpoints – forms and elements: For example – What genres and styles can I edit together to create a new genre or style?
-

Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)



- creating media artworks that reflect a refined understanding of how lenses, exposure and aperture work in photography and applying this knowledge in different lighting conditions



- creating and editing a soundscape for a specific audience and intention and creating their own Foley tracks to evoke a response in an intended audience



- refining use of software to create the layout for a magazine and selecting which fonts, colours, titles, photographs and articles are to be used, depending on the magazine's genre, style and audience



- creating fan remixes of popular video games to introduce the games to new audiences or creating mashups of existing media to comment on issues for different audiences



- Considering viewpoints – societies and cultures: For example – What social or cultural issue can I represent in my computer game?
- creating media artworks in a particular genre that intend to meet or manipulate the expectations of an audience.



Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)



- producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities



- Considering viewpoints – critical theories: For example – What are the social and ethical implications of a viral marketing campaign?
- investigating the production context of a media artwork and producing the work within a specified budget and timeline



- organising and curating a school media arts festival or exhibition



Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)



- discussing film work they have made and viewed to identify and explain how technical and symbolic elements, such as camera techniques, editing, sound rhythm and mise-en-scène, evoke a personal response such as excitement or fear, or convey an issue or idea such as differing opinions about climate change



- reviewing a media artwork and adding to, disputing or endorsing the opinions expressed by another source



- Considering viewpoints – evaluations: For example – How do the technical and symbolic elements in an artwork evoke a personal response? How can I change meaning through ‘culture jamming’?
- comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event



- deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples



Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)



- examining NITV (National Indigenous TV) news and sports programs to explore how Aboriginal and Torres Strait Islander perspectives create and challenge views in mainstream stories



- investigating the differences between government regulation and self-regulation, for example, researching Australia’s classification system and its relationship to audience, and explaining how it affects themselves and the production and reception of media artworks



- research viral marketing campaigns and examine the social and ethical implications that arise in relation to choice of different platforms as drivers of distribution



- Considering viewpoints – critical theories: For example – What are the social and ethical implications of a viral marketing campaign?
- explore the role of media makers in challenging prevailing views on issues of contemporary relevance, for example, social and cultural issues presented in Australian film and television



- identifying a variety of ways in which media can be produced, including through sole digital producers, cross-media organisations, public and private sector, and multinational organisations



Examples of knowledge and skills in Media Arts

In this band students develop their knowledge of how ideas and intentions are communicated in and through media arts. They build on and refine their knowledge, understanding and skills through media arts practices focusing on:

Representation and story principles

Structure

- developing ideas and story structures through the manipulation of media and genre conventions for a specific audience experience and expectation

Intent

- constructing and communicating ideas, beliefs and values through representations in a personal, social and cultural context for a specific purpose

Character

- the characteristics and motivations of fictional and non-fictional identities portrayed through the manipulation of physicality, voice, costumes and props and using direction, design or actuality

Settings

- the chosen or constructed environment and the impact of that environment on situations and characters

Genre conventions

- the established and accepted system for constructing and deconstructing meaning in a particular form or style

Points of view

- perceiving and constructing stories and ideas from an alternative, objective or subjective perspective

Media conventions

- manipulating techniques within established media forms to create new and hybrid media artworks

Languages: elements of media arts (technical and symbolic)

Composition

- the manipulation and combination of the technical and symbolic elements in images, sounds and text to affect audience expectation and experience through the control of production

Time

- the manipulation of the experience and perception of time through the ordering, duration and depiction of actions, ideas and events

Space

- the depiction of place and environment through the manipulation of subjects, objects, sounds or text and the surrounding or negative space in a two- or three-dimensional context

Sound

- manipulation of sounds, voice, dialogue, music and motifs for impact and effect

Movement

- the expression, perception and depiction of moving action and rhythm or design flow for effect
- the design of navigation and interaction with images and text
- the creation of movement through sound, continuity and rhythm

Lighting

- intensity and quality of light, shadow and colour to create surface, perspective, highlighting and atmosphere

Technologies

- designing, manipulating, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment

Audience

- analyse the ways audiences make meaning and how a range of audiences engage, interact and share different media artworks

Institutions: individuals, communities and organisations

- the social and cultural contexts, both locally and globally, shaping purpose and processes to produce media artworks
- the social and ethical role and behaviour of individuals, communities and organisations making, using and sharing media artworks, and the associated regulatory issues in a networked culture

Years 9 and 10 Achievement Standard

By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.

Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.

The Arts Scope and Sequence: Foundation to Year 10 (by band)

The Arts: Foundation to Year 2						
Thread	Dance	Drama	Media Arts	Music	Visual Arts	
Exploring ideas and improvising with ways to represent ideas	Explore, improvise and organise ideas to make dance sequences using the elements of dance	Explore role and dramatic action in dramatic play, improvisation and process drama	Explore ideas, characters and settings in the community through stories in images, sounds and text	Develop aural skills by exploring and imitating sounds, pitch and rhythm patterns using voice, movement and body percussion	Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists	
Developing understanding of practices	Use fundamental movement skills to develop technical skills when practising dance sequences	Use voice, facial expression, movement and space to imagine and establish role and situation	Use media technology to capture and edit images, sounds and text for a purpose	Sing and play instruments to improvise, practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community	Use and experiment with different materials, techniques, technologies and processes to make artworks	
Sharing artworks through performance, presentation or display	Present dance that communicate ideas to an audience, including dance used by cultural groups in the community	Present drama that communicates ideas, including stories from their community, to an audience	Create and present media artworks that communicate ideas and stories to an audience	Create compositions and perform music to communicate ideas to an audience	Create and display artworks to communicate ideas to an audience	
Responding to and interpreting artworks	Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples	Respond to drama and consider where and why people make drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples	Respond to media artworks and consider where and why people make media artworks, starting with media from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Respond to music and consider where and why people make music, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples	

The Arts: Years 3 and 4

Thread	Dance	Drama	Media Arts	Music	Visual Arts
<p>Exploring ideas and improvising with ways to represent ideas</p>	<p>Improvise and structure movement ideas for dance sequences using the elements of dance and choreographic devices</p>	<p>Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama</p>	<p>Investigate and devise representations of people in their community, including themselves, through settings, ideas and story structure in images, sounds and text</p>	<p>Develop aural skills by exploring, imitating and recognising elements of music including dynamics, pitch and rhythm patterns</p>	<p>Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations</p>
<p>Developing understanding of practices</p>	<p>Practise technical skills safely in fundamental movements</p>	<p>Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place</p>	<p>Use media technologies to create time and space through the manipulation of images, sounds and text to tell stories</p>	<p>Practise singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces, including in music from the local community</p>	<p>Use materials, techniques and processes to explore visual conventions when making artworks</p>
<p>Sharing artworks through performance, presentation or display</p>	<p>Perform dances using expressive skills to communicate ideas, including telling cultural or community stories</p>	<p>Shape and perform dramatic action using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal and Torres Strait Islander drama</p>	<p>Plan, create and present media artworks for specific purposes with awareness of responsible media practice</p>	<p>Create, perform and record compositions by selecting and organising sounds, silence, tempo and volume</p>	<p>Present artworks and describe how they have used visual conventions to represent their ideas</p>

The Arts: Years 3 and 4

Thread	Dance	Drama	Media Arts	Music	Visual Arts
Responding to and interpreting artworks	Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance	Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons	Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples	Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples	Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples

The Arts: Years 5 and 6

Thread	Dance	Drama	Media Arts	Music	Visual Arts
Exploring ideas and improvising with ways to represent ideas	Explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning	Explore dramatic action, empathy and space in improvisations, playbuilding and scripted drama to develop characters and situations	Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and text	Explore dynamics and expression, using aural skills to identify and perform rhythm and pitch patterns	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions
Developing understanding of practices	Develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination	Develop skills and techniques of voice and movement to create character, mood and atmosphere, and focus dramatic action	Develop skills with media technologies to shape space, time, movement and lighting within images, sounds and text	Develop technical and expressive skills in singing and playing instruments with understanding of rhythm, pitch and form in a range of pieces, including in music from the community	Develop and apply techniques and processes when making their artworks

<p>Sharing artworks through performance, presentation or display</p>	<p>Perform dance using expressive skills to communicate a choreographer's ideas, including performing dances of cultural groups in the community</p>	<p>Rehearse and perform devised and scripted drama that develops narrative, drives dramatic tension, and uses dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience</p>	<p>Plan, produce and present media artworks for specific audiences and purposes, using responsible media practice</p>	<p>Rehearse and perform music, including music they have composed, by improvising, sourcing and arranging ideas and making decisions to engage an audience</p>	<p>Plan the display of artworks to enhance their meaning for an audience</p>
<p>Responding to and interpreting artworks</p>	<p>Identify how the elements of dance and production elements express ideas in dance they make, perform and experience as audience, including exploration of Aboriginal and Torres Strait Islander dance</p>	<p>Identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal and Torres Strait Islander Peoples, using the elements of drama to make comparisons</p>	<p>Identify intended purposes and meanings of media artworks using media arts key concepts, starting with media artworks in Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify intended purposes and meanings as they listen to music, using the elements of music to make comparisons, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples</p>

The Arts: Years 7 and 8

Thread	Dance	Drama	Media Arts	Music	Visual Arts
Exploring ideas and improvising with ways to represent ideas	Combine elements of dance and improvise by making literal movements into abstract movements	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text	Experiment with texture and timbre in sound sources using aural skills	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork
Manipulating and applying the elements/concepts with intent	Develop their choreographic intent by applying the elements of dance to select and organise movement	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
Developing and refining understanding of skills and techniques	Practise and refine technical skills in style-specific techniques	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning	Practise and rehearse a variety of music, including Australian music, to develop technical and expressive skills	Develop planning skills for art-making by exploring techniques and processes used by different artists
Structuring and organising ideas into form	Structure dances using choreographic devices and form	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists	Plan, structure and design media artworks that engage audiences	Structure compositions by combining and manipulating the elements of music using notation	Practise techniques and processes to enhance representation of ideas in their art-making

<p>Sharing artworks through performance, presentation or display</p>	<p>Rehearse and perform focussing on expressive skills appropriate to style and/or choreographic intent</p>	<p>Perform devised and scripted drama maintaining commitment to role</p>	<p>Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues</p>	<p>Perform and present a range of music, using techniques and expression appropriate to style</p>	<p>Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience</p>
<p>Analysing and reflecting upon intentions</p>	<p>Analyse how choreographers use elements of dance and production elements to communicate intent</p>	<p>Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning</p>	<p>Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences</p>	<p>Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music</p>	<p>Analyse how artists use visual conventions in artworks</p>
<p>Responding to and interpreting artworks</p>	<p>Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks, including Aboriginal and Torres Strait Islander media artworks</p>	<p>Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples</p>	<p>Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art- making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples</p>

The Arts: Years 9 and 10

Thread	Dance	Drama	Media Arts	Music	Visual Arts
Exploring ideas and improving with ways to represent ideas	Improvise to find new movement possibilities and explore personal style by combining elements of dance	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text	Improvise and arrange music, using aural recognition of texture, dynamics and expression, to manipulate the elements of music to explore personal style in composition and performance	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists
Manipulating and applying the elements/concepts with intent	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples	Manipulate combinations of the elements of music in a range of styles, using technology and notation	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions
Developing and refining understanding of skills and techniques	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill	Develop and refine techniques and processes to represent ideas and subject matter

<p>Structuring and organising ideas into form</p>	<p>Structure dances using movement motifs, choreographic devices and form</p>	<p>Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles, and by using design elements</p>	<p>Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes</p>	<p>Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists</p>	<p>Plan and design artworks that represent artistic intention</p>
<p>Sharing artworks through performance, presentation or display</p>	<p>Perform dances using genre and style-specific techniques, and expressive skills to communicate a choreographer's intent</p>	<p>Perform devised and scripted drama, making deliberate artistic choices and shaping design elements to unify dramatic-meaning for an audience</p>	<p>Produce and distribute media artworks for a range of community and institutional contexts, and consider social, ethical and regulatory issues</p>	<p>Perform music applying techniques and expression to interpret the composer's use of elements of music</p>	<p>Present ideas for displaying artworks and evaluate displays of artworks</p>
<p>Analysing and reflecting upon intentions</p>	<p>Evaluate their own choreography and performance, and that of others, to inform and refine future work</p>	<p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect</p>	<p>Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences</p>	<p>Evaluate a range of music and compositions to inform and refine their own compositions and performances</p>	<p>Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making</p>
<p>Responding to and interpreting artworks</p>	<p>Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance-making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts</p>	<p>Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama-making, starting with drama from Australia, including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts</p>	<p>Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks</p>	<p>Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music-making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts</p>	<p>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks</p>



General Capabilities in the Australian Curriculum

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Overview

General capabilities in the Australian Curriculum

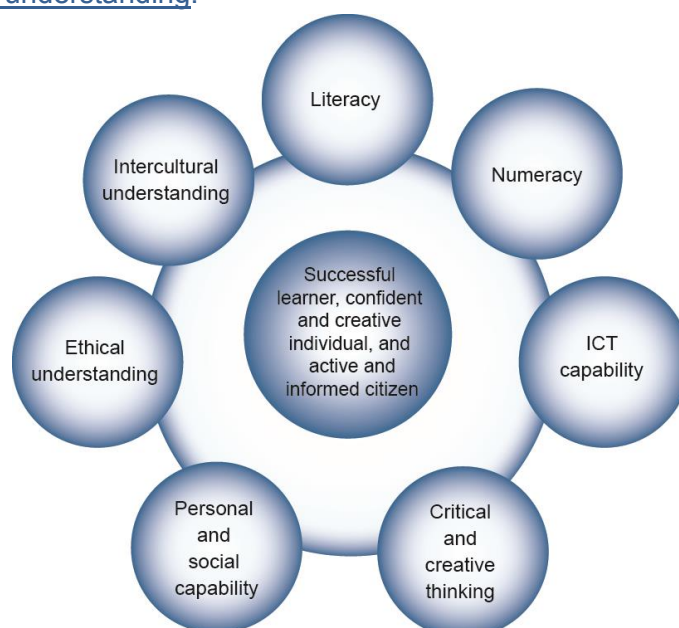
General capabilities, a key dimension of the Australian Curriculum, are addressed explicitly in the content of the learning areas. They play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the *Early Years Learning Framework* (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- [Literacy](#)
- [Numeracy](#)
- [Information and communication technology \(ICT\) capability](#)
- [Critical and creative thinking](#)
- [Personal and social capability](#)
- [Ethical understanding](#)
- [Intercultural understanding](#).



General capabilities in the Australian Curriculum

General capabilities materials for schools and teachers

These materials are presented as a resource to help teachers:

- develop a shared understanding of the nature, scope and sequence of the general capabilities in the Australian Curriculum
- confirm their understanding of intended learning wherever general capabilities are identified in learning area content descriptions and elaborations
- plan for and guide students' development of the general capabilities in school and classroom learning programs.

Development of the general capabilities materials

First published in 2010 and revised in 2011 following a national consultation process, the general capabilities materials were developed to inform the writing of learning area curriculum (Foundation to Year 10) and to ensure the strong and coherent inclusion of the general capabilities in the Australian Curriculum.

They were developed by writing teams with expertise in the particular capabilities, together with advice from the General Capabilities Advisory Group, academics, focus groups of teachers and curriculum experts from state and territory education authorities. The materials build on significant state and territory initiatives and practice, and are informed by national and international research.

More recently, general capabilities materials have been further developed to assist schools and teachers in understanding the general capabilities in the Australian Curriculum and in supporting the individual learning needs of diverse learners. This work includes the extension of all learning continua from three to six levels in Critical and creative thinking, ICT capability, Personal and social capability, Ethical understanding and Intercultural understanding. In Literacy an additional four levels and in Numeracy an additional two levels have been included at Level 1 to address learning in the early years and to maximise the curriculum's flexibility for all students, assisting teachers to cater for student diversity and personalise learning. For more detailed information go to [Student Diversity](#).

Work associated with general capabilities is ongoing. Future work includes:

- verification of the extended learning continua in schools
- monitoring and review of the materials as additional learning areas are developed and approved by Ministers for implementation in schools
- investigating whether there is a need to further extend other capability learning continua to better reflect the learning needs of all students
- revision of the ICT capability in conjunction with the development of the Australian Curriculum: Technologies
- following completion of all learning area curriculum, a review of the extent to which general capabilities have been addressed in the Australian Curriculum.

Teaching and assessment of general capabilities

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area.

State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported.

For some students, it may be necessary to adjust the levels of complexity and the processes they use to develop capabilities. However, the role and place of general capabilities in the Australian Curriculum remain the same for all students.

Nature of general capabilities

In the Australian Curriculum 'capability' encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, both in their learning at school and in their lives outside school. The encouragement of positive behaviours and dispositions underpins all general capabilities. Within individual capabilities, specific behaviours and dispositions have been identified and incorporated into each learning continuum as appropriate.

General capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum, in co-curricular programs and in their lives outside school.

While each of the capabilities covers a particular body of learning, it should be noted that some knowledge, skills, dispositions and behaviours are shared across capabilities. In some cases, a particular aspect of one capability is covered in another, for example, the application of social and ethical protocols in the use of digital technologies is included in ICT capability, and effective communication in social interactions is included in Personal and social capability. In other cases, to avoid undue repetition, some aspects common to several capabilities are identified in the capability where the strongest representation occurs, for example, empathy is identified in Intercultural understanding even though it is also an important aspect of Personal and social capability.

When combined in learning area contexts, general capabilities enhance and complement each other. For example, students require Literacy skills and ICT capability to communicate effectively across all learning areas. They apply Intercultural understanding and Personal and social capability when they challenge stereotypes and prejudice in texts and interactions with others.

It is important to recognise that the capabilities are intended to be 'general' and operate across the whole curriculum. More 'specialised' knowledge and skills will be detailed in learning areas, particularly in relation to literacy, numeracy and information and communication technology.








Students in Australian schools bring different world views, histories and abilities to their learning. This means that some aspects of the capabilities may be interpreted and enacted in different ways. For example, the world views of Aboriginal and Torres Strait Islander Peoples inform Personal and social capability by drawing on responsibilities and relationships within cultural knowledge systems that connect the personal, through kin and community, to land, sky and waterways.

General capabilities in the learning areas

In the Australian Curriculum, general capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations.

Icons (as shown below) indicate where general capabilities have been identified in learning area content descriptions and elaborations. Users can also see which capability elements are addressed in the content description by selecting the capability icon. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where a capability has been identified.

Teachers may find further opportunities to incorporate explicit teaching of general capabilities depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capabilities through personally relevant initiatives of their own design.

	Literacy
	Numeracy
	ICT capability
	Critical and creative thinking
	Personal and social capability
	Ethical understanding
	Intercultural understanding

Each learning area includes a brief description of the general capabilities that have been explicitly included in the content or advice about those general capabilities that could be developed through particular teaching contexts.

- [General capabilities in English](#)
- [General capabilities in Mathematics](#)
- [General capabilities in Science](#)
- [General capabilities in History](#)
- [General capabilities in Geography](#)
- [General capabilities in Civics and Citizenship](#)
- [General capabilities in Economics and Business](#)
- [General capabilities in the Arts](#)
- [General capabilities in Technologies](#)
- [General capabilities in Health and Physical Education](#)
- [General capabilities in Languages](#)

Many capabilities find 'natural homes' in specific learning areas (for example, Literacy in English, Numeracy in Mathematics, ICT capability in Technologies, Personal and social capability in Health and Physical Education and English, and Intercultural understanding in Languages. Many of the foundational capability knowledge and skills are likely to be taught most explicitly in these learning areas, and applied, adapted, strengthened and extended in other learning areas.

General capabilities are represented to different degrees in each of the learning areas. Literacy, Numeracy, ICT capability, and Critical and creative thinking are fundamental in students becoming successful learners. While the primary development of Literacy, Numeracy and ICT capability is based in English, Mathematics and Technologies respectively, the development and application of these capabilities across the curriculum is essential to effective teaching and learning. Further information about the relationships between English/ Literacy, Mathematics/ Numeracy and Technologies/ ICT capability in the Australian Curriculum is provided in the introductions to relevant capabilities.

Personal and social capability, Ethical understanding and Intercultural understanding focus on ways of being and behaving, and learning to live with others, and are more strongly represented in some learning areas than in others. Though all learning involves some personal and social dimensions, these capabilities are most evident wherever personal, social and cultural learning is highlighted.

In these capabilities in the early years, learning is often described in broad terms, as this is where foundational knowledge and skills are developed, for example, in Intercultural understanding descriptions refer to fundamental concepts related to personal identity and belonging rather than to specific cultural knowledge as these concepts underpin personal dimensions of intercultural understanding.

Structure of the materials

The materials for each general capability are in three parts:

- an introduction that describes the nature and scope of the capability, its place in the learning areas and its evidence base
- organising elements that underpin a learning continuum
- a learning continuum that describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed at particular stages of schooling.

Learning continua

The general capabilities are presented as learning continua or sequences that describe the knowledge, skills, behaviours and dispositions that students can reasonably be expected to have developed by the end of particular years of schooling.

The learning continua are based on the belief that students need opportunities to develop capabilities over time and across learning areas. What is learned in the early years supports all subsequent learning. The learning continua assume it is possible to map common paths for general capability development while recognising that each student's pace of development may be influenced by factors such as their prior experience, sense of self in the world and cognitive capacity.

Capability descriptions include general examples and learning area examples that illustrate ways each general capability has been addressed in specific learning area content descriptions. These can be accessed online by selecting examples at the end of each capability description. As each learning area is published, further examples will be added to illustrate how general capabilities are addressed in that learning area.

All learning continua typically, but not exclusively, align with years of schooling. Stages in each learning continuum are labelled from Levels 1 to 6 to emphasise that the continuum presents a sequence of learning independent of student age. An accompanying statement indicates that the level typically applies to students by the end of a given year of schooling. to show the relationship with learning area content descriptions. .

For Literacy, Level 1 is divided into five sub-levels — Level 1a, 1b, 1c, 1d and 1e. Levels 1a-1d represent the development of early literacy skills with a particular emphasis on communication. Level 1a begins with unintentional communication progressing to intentional symbolic communication at Level 1d. Level 1e begins to focus on the application of literacy skills.

For Numeracy, Level 1 is divided into two sub-levels — Level 1a and 1b to represent the progression from early numeracy to numeracy skills. Level 1a has a particular emphasis on the language of numeracy in everyday contexts and Level 1b an emphasis on the application of numeracy skills. Level 1a assumes students are able to communicate with intent.

Each learning continuum is available online in two views:

- the first shows expected learning across the levels in a table format
- the second shows expected learning for each level in turn, in text format.

Literacy

Introduction

In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises literacy as an essential skill for students in becoming successful learners and as a foundation for success in all learning areas. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area.

Scope of the Literacy capability

Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school.

Becoming literate is not simply about knowledge and skills. Certain behaviours and dispositions assist students to become effective learners who are confident and motivated to use their literacy skills broadly. Many of these behaviours and dispositions are also identified and supported in other general capabilities. They include students managing their own learning to be self-sufficient; working harmoniously with others; being open to ideas, opinions and texts from and about diverse cultures; returning to tasks to improve and enhance their work; and being prepared to question the meanings and assumptions in texts.

For a description of the organising elements for Literacy, go to [Organising elements](#).

Literacy across the curriculum

Literacy presents those aspects of the Language and Literacy strands of the English curriculum that should also be applied in all other learning areas. It is not a separate component of the Australian Curriculum and does not contain new content. In some instances in the Literacy learning continuum, examples or more explanation have been included to show how aspects of the Language and Literacy strands of the English curriculum function in other learning areas.

While much of the explicit teaching of literacy occurs in the English learning area, it is strengthened, made specific and extended in other learning areas as students engage in a range of learning activities with significant literacy demands. These literacy-rich situations are a part of learning in all curriculum areas. Paying attention to the literacy demands of each learning area ensures that students' literacy development is strengthened so that it supports subject-based learning. This means that:

- all teachers are responsible for teaching the subject-specific literacy of their learning area

- all teachers need a clear understanding of the literacy demands and opportunities of their learning area
- literacy appropriate to each learning area can be embedded in the teaching of the content and processes of that learning area.

The Literacy continuum will enable learning area teachers to:

- identify the general level of expected language and literacy skills for each year level that they are teaching
- plan how to teach specific language and literacy knowledge and skills essential to students' understanding of learning area content.

For students who speak a language or dialect other than Standard Australian English at home, access to language and literacy development is especially important. EAL/D students learn English at the same time as they are learning the content of each learning area through English. For many Aboriginal and Torres Strait Islander students, their home language is a dialect of English such as Aboriginal English. This means that they learn the English of the school context and of the curriculum as a second dialect. It is important to acknowledge the home language, prior knowledge and experiences of these students, and to build on these in developing students' literacy capabilities in the curriculum. The [English as an Additional Language or Dialect: Teacher Resource](#) can be used in conjunction with the Literacy general capability to assist teachers in meeting the language-learning needs of these students.

Some students move slowly between levels or may remain at one level of the learning continuum throughout their schooling. The Literacy learning continuum enables teachers to plan for the teaching of targeted literacy skills through age-equivalent learning area content. The elements of Comprehending and Composing represent the overarching processes of receptive and expressive language and can apply to students at any point in their schooling. The beginning of the learning sequence for these two elements has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. For more detailed advice on using the Literacy continuum to personalise learning go to [Student Diversity](#).

The Literacy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Literacy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Literacy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Literacy depending on their choice of activities and the individual learning needs of their students. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Literacy in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Literacy in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- [Literacy in Science
\(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Literacy in History
\(http://www.australiancurriculum.edu.au/History/General-capabilities\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which Literacy's introduction, organising elements and learning continuum have been developed. It draws on the Australian Curriculum: English recent international and national research, initiatives and programs that focus on literacy across the curriculum, as well as research and strategies in the development of communication skills.

The Australian Curriculum: English provides a rich resource for learning in all areas of the curriculum. The skills and knowledge taught in the Language and Literacy strands of the Australian Curriculum: English support and contribute to the literacy requirements needed for all learning areas. These skills and knowledge have been used as the basis for constructing the Literacy continuum as it relates to all learning areas of the curriculum.

The definition of literacy in the Australian Curriculum is informed by a social view of language that considers how language works to construct meaning in different social and cultural contexts. This view builds on the work of Vygotsky (1976), Brice Heath (1983), Halliday and Hasan (1985), Freebody and Luke (1990), Gee (1991, 2008), and Christie and Derewianka (2008), who have articulated the intrinsic and interdependent relationship between social context, meaning and language.

This view is concerned with how language use varies according to the context and situation in which it is used. There are important considerations for curriculum area learning stemming from this view because, as students engage with subject-based content, they must learn to access and use language and visual elements in the particular and specific ways that are the distinctive and valued modes of communication in each learning area. They need to learn how diverse texts build knowledge in different curriculum areas, and how language and visual information work together in distinctive ways to present this knowledge.

Language, verbal or non-verbal, is critical for the development of literacy skills. The ability to communicate enables learning across the curriculum, the school day and life outside of school. Development of communication can provide a way for students with a disability to access age-equivalent content and promote education equality (Browder and Spooner 2011). In many cases, developing literacy skills supports the development of communication skills and vice versa. This is the case for students who use augmentative and alternative communication as well as students who use speech to communicate (Speech Pathology Australia 2012).

The social view of language enables insights into differences between 'spoken-like' and 'written-like' language, and the increasing complexity of language as students progress through school. This is an important concept for subject-based learning. When young children begin school, they generally have developed facility with the spoken language of their home and community to interact informally in face-to-face situations in their immediate environment. This is the meaning-making system they use to engage with the learning experiences of the school; and their first interactions with written text generally employ print versions of 'spoken-like' language.

As subject-based learning proceeds, particularly in the middle and later school years, the texts that students need to understand and produce take on increasingly formal and academic features, employing technical, abstract and specialised 'written-like' language forms, in order to communicate complexities of meaning. These texts include precise, densely packed information and place increasing cognitive demands on the student.

There are significant differences in the way different learning areas structure texts and in the language features and vocabulary that students are required to know and use. Therefore, a student's repertoire of literacy knowledge and skills needs to be diverse, flexible, dynamic and versatile, developing throughout their schooling to deal with the increasing challenges and demands of the curriculum.

Like the Australian Curriculum: English, Literacy also takes account of visual literacy and the rapid changes that have occurred as a result of new technologies in the ways that communication takes place. It is informed by the work of Kress and Van Leeuwen (2006), who have identified a comprehensive grammar of visual design

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Organising elements

The Literacy continuum incorporates two overarching processes:

- Comprehending texts through listening, reading and viewing
- Composing texts through speaking, writing and creating

with the following areas of knowledge applying to both processes:

- Text knowledge
- Grammar knowledge
- Word knowledge
- Visual knowledge.

These processes and areas of knowledge are used as the organising elements of the Literacy continuum. The elements are drawn from the Language and Literacy strands of the Australian Curriculum: English as shown in the table below:

Literacy Continuum	Australian Curriculum: English	
	Language	Literacy
Comprehending texts through listening, reading and viewing	Expressing and developing ideas	Interpreting, analysing, evaluating
Composing texts through speaking, writing and creating	Language for interaction	Interacting with others Creating texts
Text knowledge	Text structure and organisation Concepts of print and screen	Interpreting, analysing, evaluating Creating texts
Grammar knowledge	Expressing and developing ideas Language for interaction	
Word knowledge	Expressing and developing ideas	
Visual knowledge	Expressing and developing ideas	Interpreting, analysing, evaluating Creating texts

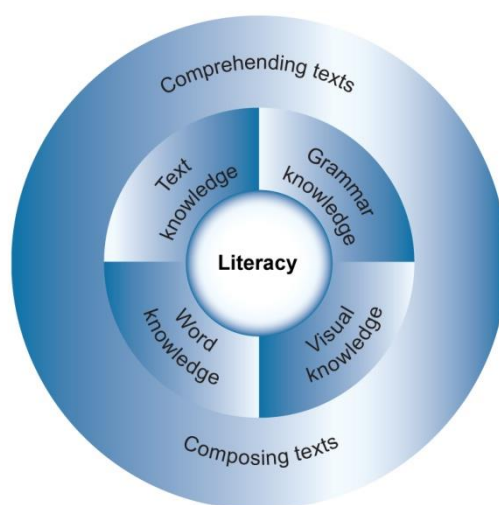
Texts in the Literacy continuum

A text is the means for communication. Texts can be written, spoken, visual or multimodal, and in print or digital/online forms. Multimodal texts combine language with other systems for communicating such as visual images, soundtracks and spoken word, as in film or computer presentation media. Texts include all forms of Augmentative and Alternative Communication (AAC), for example gesture, signing, real objects, photographs, pictographs and Braille. The forms and conventions of texts have developed to help us communicate effectively with a variety of audiences for a range of purposes, and so texts in different learning areas can and do use language and other features in different ways.

Where the term ‘texts’ is used in the Literacy continuum, this should be read as the type of texts particular to or characteristic of a learning area; for example, reports, data displays and

procedures in Mathematics; models, diagrams, explanations and reports in Science; and narratives, descriptions, discussions and explanations in History.

The diagram below sets out these elements.



Organising elements for Literacy

Comprehending texts through listening, reading and viewing

This element is about receptive language and involves students using skills and strategies to access and interpret spoken, written, visual and multimodal texts. It involves students navigating, reading and viewing texts using applied topic knowledge, vocabulary, word and visual knowledge. It involves students listening and responding to spoken audio and multimodal texts, including listening for information, listening to carry out tasks and listening as part of participating in classroom activities and discussions. It also involves students using a range of strategies to comprehend, interpret and analyse these texts, including retrieving and organising literal information, making and supporting inferences and evaluating information points of view. In developing and acting with literacy, students:

- listen and respond to learning area texts
- read and view learning area texts
- interpret and analyse learning area texts.

The element of Comprehending texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the early development of communication skills. The descriptions for Comprehending texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Composing texts through speaking, writing and creating

This element is about expressive language and involves students composing different types of texts for a range of purposes as an integral part of learning in all curriculum areas. These texts include spoken, written, visual and multimodal texts that explore, communicate and analyse information, ideas and issues in the learning areas. The element involves students creating formal and informal texts as part of classroom learning experiences including group and class discussions, talk that explores and investigates learning area topics, and formal and informal presentations and debates. In developing and acting with literacy, students:

- compose spoken, written, visual and multimodal learning area texts
- use language to interact with others
- deliver presentations.

The element of Composing texts can apply to students at any point in their schooling. The beginning of the learning sequence for this element has been extended by an additional four levels (Levels 1a to 1d) to describe in particular the development of communication skills. The descriptions for Composing texts at these levels apply across the elements of Text knowledge, Grammar knowledge, Word knowledge and Visual knowledge.

Text knowledge

This element involves students understanding how the spoken, written, visual and multimodal texts they compose and comprehend are structured to meet the range of purposes needed in the curriculum areas. It involves understanding the different types of text structures that are used within curriculum disciplines to present information, explain processes and relationships, argue and support points of view and investigate issues. The element also involves understanding how whole texts are made cohesive through various grammatical features that link and strengthen the text's internal structure. In developing and acting with literacy, students:

- use knowledge of text structures
- use knowledge of text cohesion.

Grammar knowledge

This element involves students understanding the role of grammatical features in the construction of meaning in the texts they compose and comprehend. It involves understanding how different types of sentence structures present, link and elaborate ideas, and how different types of words and word groups convey information and represent ideas in the learning areas. The element also includes understanding the grammatical features through which opinion, evaluation, point of view and bias are constructed in texts. In developing and acting with literacy, students:

- use knowledge of sentence structures
- use knowledge of words and word groups
- express opinion and point of view.

Word knowledge

This element involves students understanding the increasingly specialised vocabulary and spelling needed to compose and comprehend learning area texts. It includes the development of strategies and skills for acquiring a wide topic vocabulary in the learning areas and the capacity to spell the relevant words accurately. In developing and acting with literacy, students:

- understand learning area vocabulary
- use spelling knowledge.

Visual knowledge

This element involves students understanding how visual information contributes to the meanings created in learning area texts. It includes interpreting still and moving images, graphs, tables, maps and other graphic representations, and understanding and evaluating how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend. In developing and acting with literacy, students:

- understand how visual elements create meaning.

Literacy Learning Continuum

Comprehending texts through listening, reading and viewing

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities 	<p>use <i>informal behaviours</i> that show consistent anticipation of events in regular routines to:</p> <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> consistently in an increasing range of environments and with familiar and unfamiliar people to:</p> <ul style="list-style-type: none"> respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task respond to texts with familiar structures, for example by responding to a question respond to requests 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary respond to questions, sequence events and identify information from texts with familiar structures use information in texts to explore a topic

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
<p>navigate, read and view simple texts with familiar vocabulary and supportive illustrations</p> <p>Examples</p> <ul style="list-style-type: none"> using beginning knowledge of layout, context, vocabulary, 	<p>navigate, read and view texts with illustrations and simple graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining developing knowledge of layout, 	<p>navigate, read and view different types of texts with illustrations and more detailed graphics</p> <p>Examples</p> <ul style="list-style-type: none"> using and combining increasing knowledge of page 	<p>navigate, read and view subject-specific texts with some challenging features and a range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying advanced knowledge of layout, context, vocabulary, 	<p>navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and specific knowledge of layout, context, 	<p>navigate, read and view a range of more demanding subject-specific texts with an extensive range of graphic representations</p> <p>Examples</p> <ul style="list-style-type: none"> applying detailed and extensive knowledge of

Navigate, read and view learning area texts

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Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
grammar, phonics, visuals, and simple navigating functions on tablets and personal computers	context, vocabulary, grammar, phonics and visuals, layout and navigational tools such as menu bars and icons	and screen layout, context, vocabulary, grammar, phonics and visuals including icons and buttons	grammar and visuals including home pages and sub-pages to aid navigation and use	vocabulary, grammar, visuals	layout, context, vocabulary, grammar and visuals
English ACELY1649 Science ACSSU002 History ACHHS018	English ACELY1669 Mathematics ACMNA030 Science ACSSU030 History ACHHK044	English ACELY1691 Mathematics ACMNA080 Science ACSSU072 History ACHHK077	English ACELY1712 Mathematics ACMMG137 Science ACSSU094 History ACHHK113	English ACELY1733 Mathematics ACMNA187 Science ACSSU149 History ACDSEH009	English ACELY1753 Mathematics ACMMG245 Science ACSSU184 History ACDSEH107
Listen and respond to learning area texts					
listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> commenting on a text read aloud 	<ul style="list-style-type: none"> recalling information from a text read aloud 	<ul style="list-style-type: none"> listing information recalled from an audio text 	<ul style="list-style-type: none"> interrogating ideas presented in a group discussion 	<ul style="list-style-type: none"> making inferences from information presented in a spoken text 	<ul style="list-style-type: none"> identifying and challenging unstated assumptions in a spoken text
English ACELY1646 Mathematics ACMSP011 Science ACSSU004 History ACHHK004	English ACELY1668 Mathematics ACMNA030 Science ACSSU032 History ACHHK046	English ACELY1688 Mathematics ACMNA077 Science ACSSU072 History ACHHK077	English ACELY1709 Science AC SIS232 History ACHHK113	English ACELY1730 Science AC SIS140 History ACHHS153	English ACELY1750 Science AC SIS205 History ACHHS190

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Interpret and analyse learning area texts					
<p>interpret simple texts using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> relating information to own experience, sequencing events, and drawing on information in illustrations <p>English ACELY1650 Mathematics ACMSP011 Science ACSSU002 History ACHHS018</p>	<p>interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> drawing on prior knowledge, and interpreting illustrations and simple graphics <p>English ACELY1670 Mathematics ACMNA033 Science ACSH035 History ACHHS048</p>	<p>interpret literal information and make inferences to expand topic knowledge using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> linking print text and graphics, asking and answering questions and finding the main idea <p>English ACELY1692 Mathematics ACMNA080 Science ACSSU073 History ACHHK078</p>	<p>interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> linking and summarising information from different sources <p>English ACELY1713 Mathematics ACMNA123 Science ACSYS221 History ACHHK115</p>	<p>interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> checking the credibility of sources <p>English ACELY1734 Mathematics ACMNA188 Science ACSH027 History ACHHS154</p>	<p>interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies</p> <p>Examples</p> <ul style="list-style-type: none"> identifying embedded perspectives and evaluating supporting evidence <p>English ACELY1754 Mathematics ACMSP253 Science ACSYS205 History ACHHS188</p>

Composing texts through speaking, writing and creating

Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:		
Compose texts					
<p>use <i>behaviours that are not intentionally directed at another person</i> to:</p> <ul style="list-style-type: none"> • refuse or reject • reflect a preference or desire • reflect state of wellbeing, for example contentment, joy, worry, pain • reflect a physical state, for example hot, cold, nausea 	<p>use <i>informal behaviours</i> to intentionally communicate a single message consistently in familiar environments with familiar people, such as to:</p> <ul style="list-style-type: none"> • refuse or reject • express a preference • request the continuation of an activity • request something new • request more • request attention 	<p>use <i>conventional behaviours</i> and/or <i>concrete symbols</i> to intentionally communicate more than one idea at a time consistently across an increasing range of environments with familiar and unfamiliar people, such as to:</p> <ul style="list-style-type: none"> • refuse or reject • request items, people or events present at the time • create texts, for example to comment on a recent event, story or shared experience 	<p>use <i>conventional behaviours</i> and/or <i>abstract symbols</i> consistently in different contexts and with different people to communicate intentionally and consistently in different contexts and with different people to:</p> <ul style="list-style-type: none"> • create texts with familiar structures such as speech, simple print texts, keyboard texts, illustrations, pictographs • comment on people, events and objects in the past, present and future and to ask questions • convey knowledge about learning area topics 		
<p>Level 1e Typically by the end of Foundation Year, students:</p> <p>compose short learning area texts, with support, to record and report ideas and events</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> • expressive language such as speech or sign • early writing knowledge 	<p>Level 2 Typically by the end of Year 2, students:</p> <p>compose and edit a small range of learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> • known topic information • familiar language structures • illustrations and simple graphics 	<p>Level 3 Typically by the end of Year 4, students:</p> <p>compose and edit a range of learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> • known and some researched information • some more extended language features 	<p>Level 4 Typically by the end of Year 6, students:</p> <p>compose and edit learning area texts</p> <p>Examples combining:</p> <ul style="list-style-type: none"> • information from several sources • more formal and extended language features to report information and express opinions 	<p>Level 5 Typically by the end of Year 8, students:</p> <p>compose and edit longer sustained learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> • researched and analysed information • complex language features to explore topics and express and support opinions 	<p>Level 6 Typically by the end of Year 10, students:</p> <p>compose and edit longer and more complex learning area texts</p> <p>Examples incorporating:</p> <ul style="list-style-type: none"> • researched and evaluated information • complex language features to interpret and analyse challenging and complex issues
Compose spoken, written, visual and multimodal learning area texts					

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Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> drawing and other visual elements <p>English ACELY1651 Mathematics ACMMG010 Science ACSI5233 History ACHHS021</p>	<p>English ACELY1671 Mathematics ACMNA030 Science ACSHE034 History ACHHS053</p>	<ul style="list-style-type: none"> illustrations and different types of graphics <p>English ACELY1694 Mathematics ACMMG088 Science ACSI5071 History ACHHS086</p>	<ul style="list-style-type: none"> a range of graphics <p>English ACELY1714 Mathematics ACMNA122 Science ACSI5110 History ACHHS124</p>	<ul style="list-style-type: none"> a wide range of graphics <p>English ACELY1736 Mathematics ACMMG200 Science ACSI5148 History ACHHS156</p>	<ul style="list-style-type: none"> an extensive range of graphics <p>English ACELY1756 Mathematics ACMSP252 Science ACSI5208 History ACHHS192</p>
Use language to interact with others					
<p>use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> sharing likes and dislikes <p>English ACELY1646 Mathematics ACMNA289 Science ACSI5011 History ACHHK004</p>	<p>use pair, group and class discussions as learning tools to explore learning area topics, to represent ideas and relationships, and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> sharing ideas for conducting an investigation <p>English ACELY1666 Mathematics ACMSP047 Science ACSI5037 History ACHHS049</p>	<p>use pair, group and class discussions about learning area topics as learning tools to explore and represent ideas and relationships, test possibilities and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> discussing data gathered in an investigation <p>English ACELY1688 Mathematics ACMSP092 Science ACSI5065 History ACHHS082</p>	<p>use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> comparing solutions to a problem <p>English ACELY1709 Mathematics ACMSP147 Science ACSI5110 History ACHHS125</p>	<p>use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> considering data and sharing and supporting opinions <p>English ACELY1730 Mathematics ACMSP205 Science ACSI5140 History ACHHS157</p>	<p>use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts</p> <p>Examples</p> <ul style="list-style-type: none"> participating in a formal debate on an aspect of a topic being studied <p>English ACELY1750 Mathematics ACMSP253 Science ACSI5208 History ACHHS193</p>
Deliver presentations					
<p>plan and deliver short presentations related to learning area topics</p>	<p>plan, rehearse and deliver short presentations on learning area topics, incorporating some visual and multimodal elements</p>	<p>plan, rehearse and deliver presentations on learning area topics, incorporating some learned content and</p>	<p>plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and</p>	<p>plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and</p>	<p>plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements</p>

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Examples</p> <ul style="list-style-type: none"> giving recounts of an experience <p>English ACELY1647</p>	<p>Examples</p> <ul style="list-style-type: none"> recounting steps in a task <p>English ACELY1667</p>	<p>Examples</p> <ul style="list-style-type: none"> providing researched information about a topic being studied <p>English ACELY1689</p>	<p>Examples</p> <ul style="list-style-type: none"> explaining results of a group task <p>English ACELY1710</p>	<p>Examples</p> <ul style="list-style-type: none"> describing a process and explaining its results <p>English ACELY1731</p>	<p>Examples</p> <ul style="list-style-type: none"> providing evidence-based arguments to justify a position <p>English ACELY1751</p>

Text knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support</p> <p>Examples</p> <ul style="list-style-type: none"> selecting an informative text to find information <p>English ACELA1430</p>	<p>use knowledge of the structure and features of learning area texts to comprehend and compose a growing range of texts with some teacher support</p> <p>Examples</p> <ul style="list-style-type: none"> creating a recount of steps in a process in sequence <p>English ACELA1463</p>	<p>use growing knowledge of the structure and features of learning area texts to comprehend and compose an increasing number and range of texts</p> <p>Examples</p> <ul style="list-style-type: none"> creating an information report to present researched information <p>English ACELA1490</p>	<p>use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes</p> <p>Examples</p> <ul style="list-style-type: none"> creating a multimodal text to explain a process or set of events <p>English ACELA1518</p>	<p>use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others</p> <p>Examples</p> <ul style="list-style-type: none"> adapting digital text elements to create a persuasive text <p>English ACELA1543</p>	<p>use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others</p> <p>Examples</p> <ul style="list-style-type: none"> creating a multimodal text to present, argue and justify a course of action <p>English ACELA1566</p>

Use knowledge of text structures

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Mathematics ACMNA289 Science ACSIIS011 History ACHHS021</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • patterns • simple statements of comparison • days of the week • yes/no questions 	<p>Mathematics ACMNA030 Science ACSIIS042 History ACHHS053</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • calendars • simple maps • word problems • reports of steps in a process • data displays such as lists and graphs 	<p>Mathematics ACMNA082 Science ACSIIS071 History ACHHS086</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • reports of a process • procedures on how to make mathematical shapes or complete a process • data displays to represent information • oral and written reports of group tasks • multiplication and division word problems 	<p>Mathematics ACMSP148 Science ACSIIS110 History ACHHS124</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • survey questions and reports • procedures on how to make mathematical shapes or complete a process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems involving addition and subtraction of fractions 	<p>Mathematics ACMNA189 Science ACSIIS148 History ACHHS156</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • survey questions and reports • procedures on how to complete a mathematical task or process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems involving profit and loss 	<p>Mathematics ACMSP246 Science ACSIIS208 History ACHHS192</p> <p><u>Mathematics examples</u></p> <ul style="list-style-type: none"> • survey questions and reports • procedures on how to complete a mathematical task or process • data displays with and without digital technologies • explanations of mathematical processes • recounts and evaluations of group tasks • word problems involving algebraic equations
<p><u>Science examples</u></p> <ul style="list-style-type: none"> • questions and answers • statements of observations • drawings to represent ideas 	<p><u>Science examples</u></p> <ul style="list-style-type: none"> • reports of steps in a process • descriptions of observations • annotated diagrams of observed objects or living things • sequential explanations, for example explaining personal growth and changes from birth, life stages in animals 	<p><u>Science examples</u></p> <ul style="list-style-type: none"> • reports of a process • information reports of procedures on how to design objects or processes • annotated diagrams that illustrate relationships or processes • descriptions of observed objects, living things or phenomena 	<p><u>Science examples</u></p> <ul style="list-style-type: none"> • reports and evaluations of investigations • information reports using multi-source research • procedures on how to carry out a particular process or investigation using active voice • causal explanations, for example 	<p><u>Science examples</u></p> <ul style="list-style-type: none"> • reports and evaluations of individual and group investigations • factual reports using multi-source research • persuasive texts to argue for a particular course of action • discussion texts with supporting evidence to present both sides 	<p><u>Science examples</u></p> <ul style="list-style-type: none"> • reports and evaluations of investigations • factual reports using multi-source research • evidence-based arguments using appropriate scientific language, conventions and representations to justify a position and persuade others • discussion texts that, for example, present a point of view on a contentious issue with supporting evidence

Level 1e Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
<p><u>History examples</u></p> <ul style="list-style-type: none"> • simple sequences of familiar objects and events • questions and answers • narratives about the past 	<p><u>History examples</u></p> <ul style="list-style-type: none"> • historical retellings of an event • narratives built around historical events • descriptions of historical people and places 	<p><u>History examples</u></p> <ul style="list-style-type: none"> • historical reports of an event • historical narratives told from a particular perspective • descriptions of an historical figure or place 	<p><u>History examples</u></p> <ul style="list-style-type: none"> • historical recounts of a series of events with some summative commentary • historical narratives that retell past events, for example from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of source material • persuasive texts, for example presenting a particular point of view in relation to an historical event or figure 	<p><u>History examples</u></p> <ul style="list-style-type: none"> • historical recounts of a series of events with some summative commentary • historical narratives that retell past events, for example from a particular personal or cultural perspective • detailed descriptions, for example of particular places from the past demonstrating use of evidence from sources • explanations that, for example, present the causes of an event • discussion texts with supporting evidence 	<p><u>History examples</u></p> <ul style="list-style-type: none"> • historical recounts of a series of events or developments within a chronological framework with some summative or evaluative commentary • explanations that, for example, consider past events from a particular personal or cultural perspective • detailed descriptions of particular places from the past demonstrating use of evidence from primary and secondary sources, using appropriate referencing • discussion texts that, for example, present historical arguments with supporting evidence
Use knowledge of text cohesion					

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>use beginning knowledge of how /language is used to comprehend and compose written texts with support</p> <p>Examples</p> <ul style="list-style-type: none"> using spaces between words and return sweep when writing 	<p>use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts</p> <p>Examples</p> <ul style="list-style-type: none"> using synonyms when speaking about a topic 	<p>use knowledge of how texts are made cohesive through linking words and phrases, for example 'so', 'therefore', 'then', 'in addition', and the correct use of pronouns to comprehend and compose texts</p> <p>Examples</p> <ul style="list-style-type: none"> retelling a sequence of events 	<p>use knowledge of how cohesive links can be made in texts through omitting and replacing words</p> <p>Examples</p> <ul style="list-style-type: none"> substituting a general word for a specific one previously mentioned 	<p>use knowledge of word functions to make connections in texts</p> <p>Examples</p> <ul style="list-style-type: none"> sequencing a text (firstly), developing an argument (therefore) and signalling a conclusion (in conclusion) 	<p>use knowledge of how the cohesion in texts is improved by strengthening the internal structure</p> <p>Examples</p> <ul style="list-style-type: none"> using paragraphing, and providing examples, quotations and substantiation of claims
<p>English ACELA1431 Mathematics ACMNA289 History ACHHK004</p>	<p>English ACELA1464 Mathematics ACMNA030 Science ACSYS042 History ACHHS053</p>	<p>English ACELA1491 Mathematics ACMNA082 Science ACSYS071 History ACHHS086</p>	<p>English ACELA1520 Mathematics ACMNA123 Science ACSYS110 History ACHHS124</p>	<p>English ACELA1809 Mathematics ACMNA189 Science ACSYS148 History ACHHS156</p>	<p>English ACELA1567 Mathematics ACMSP246 Science ACSYS208 History ACHHS192</p>

Grammar knowledge

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>use simple sentences to record ideas and events with emerging knowledge of word order</p>	<p>use simple and compound sentences to record observations, and make connections between ideas</p>	<p>use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events</p>	<p>use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events</p>	<p>control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link</p>	<p>control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis</p>
Use knowledge of sentence structures					

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Examples</p> <ul style="list-style-type: none"> using simple sentences to record and report events 	<p>Examples</p> <ul style="list-style-type: none"> linking clauses with a conjunction such as 'and', 'but' or 'so' 	<p>Examples</p> <ul style="list-style-type: none"> using before/after to explain a time relationship 	<p>Examples</p> <ul style="list-style-type: none"> using conjunctions to indicate time (while), manner (as), cause (because), concession (although, while) 	<p>Examples</p> <ul style="list-style-type: none"> using conjunctions such as 'if', 'while' to express logical relationships 	<p>Examples</p> <ul style="list-style-type: none"> reordering clauses or using passive or active voice
<p>English ACELA1435 Mathematics ACMNA005 Science ACSIIS012 History ACHHS017</p>	<p>English ACELA1467 Mathematics ACMNA030 Science ACSIIS041 History ACHHS054</p>	<p>English ACELA1494 Mathematics ACMNA082 Science ACSIIS071 History ACHHS086</p>	<p>English ACELA1522 Mathematics ACMNA123 Science ACSIIS110 History ACHHS124</p>	<p>English ACELA1545 Mathematics ACMNA189 Science ACSIIS148 History ACHHS156</p>	<p>English ACELA1569 Mathematics ACMSP246 Science ACSIIS208 History ACHHS192</p>
<p>recognise that texts are made up of words and groups of words that make meaning</p> <p>Examples</p> <ul style="list-style-type: none"> matching spoken words to written words when reading 	<p>recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision</p> <p>Examples</p> <ul style="list-style-type: none"> using articles and adjectives, such as 'community', 'my local community' 	<p>recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas</p> <p>Examples</p> <ul style="list-style-type: none"> reporting an action such as 'The block slid slowly down the slope' 	<p>expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses</p> <p>Examples</p> <ul style="list-style-type: none"> expanding a verb group such as 'He waited.' 'He/ had been waiting/ for a long time' 	<p>recognise and use aspects of language to suggest possibility, probability, obligation and conditionality</p> <p>Examples</p> <ul style="list-style-type: none"> using structures such as 'It might have been possible to...' 	<p>develop higher order concepts in academic texts through language features that compact and generalise ideas</p> <p>Examples</p> <ul style="list-style-type: none"> using nominalisation, technical and abstract vocabulary
<p>English ACELA1434 Mathematics ACMNA005 Science ACSIIS012 History ACHHS022</p>	<p>English ACELA1465 Mathematics ACMNA030 Science ACSHHE034 History ACHHS051</p>	<p>English ACELA1495 Mathematics ACMSP092 Science ACSIIS071 History ACHHS086</p>	<p>English ACELA1523 Mathematics ACMNA126 Science ACSIIS108 History ACHHS124</p>	<p>English ACELA1546 Mathematics ACMNA189 Science ACSIIS145 History ACHHS156</p>	<p>English ACELA1570 Mathematics ACMSP247 Science ACSIIS208 History ACHHS192</p>
Express opinion and point of view					

Level 1e	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes	identify and use language that expresses feelings and opinions, and compares and evaluates people and things	differentiate between the language of opinion and feeling and the language of factual reporting or recording	use subjective, objective and evaluative language, and identify bias	use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer	use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments
Examples <ul style="list-style-type: none"> using simple word choices such as like, love, enjoy 	Examples <ul style="list-style-type: none"> using adjectives to compare two elements (faster, older) and more than two (fastest, oldest) 	Examples <ul style="list-style-type: none"> identifying verbs used to express opinion (think, believe) and report findings (found, observed) 	Examples <ul style="list-style-type: none"> using language to express a point of view, persuade an audience and report an event 	Examples <ul style="list-style-type: none"> identifying evaluations achieved through word choice 	Examples <ul style="list-style-type: none"> identifying evaluations achieved through exaggeration, irony, understatement and parody
English ACELA1429 Science ACSIIS012	English ACELA1462 History ACHHIS052	English ACELA1489 Mathematics ACMNA092 Science ACSIIS065 History ACHHIS085	English ACELA1517 Science ACSIIS108 History ACHHIS123	English ACELA1542 Science ACSIIS139 History ACHHIS155	English ACELA1565 Mathematics ACMSP253 Science ACSIIS205 History ACHHIS192

Word knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Understand learning area vocabulary					
use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts	use mostly familiar vocabulary, with a steady introduction of new vocabulary in learning area contexts	use growing subject-specific vocabulary to read, discuss and write about learning area topics	use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning	use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts	use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning
Examples <ul style="list-style-type: none"> using familiar words in a class discussion 	Examples <ul style="list-style-type: none"> using new terms in a spoken report 	Examples <ul style="list-style-type: none"> using new topic vocabulary 	Examples	Examples	Examples

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Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELA1437 Mathematics ACMNA001 Science ACSSU003 History ACHHS019	English ACELA1470 Mathematics ACMMG043 Science ACSSU032 History ACHHS051	English ACELA1498 Mathematics ACMNA078 Science ACSH062 History ACHHS082	<ul style="list-style-type: none"> using technical vocabulary to explain a process English ACELA1515 Mathematics ACMMG142 Science ACSH020 History ACHHS123	<ul style="list-style-type: none"> using exact terminology to create a detailed description English ACELA1547 Mathematics ACMMG200 Science ACSSU150 History ACHHS149	<ul style="list-style-type: none"> using vocabulary to express, argue and justify a point of view English ACELA1571 Mathematics ACMSP246 Science ACSSU186 History ACHHS191

Use spelling knowledge

spell words using growing sound and letter knowledge and spell words with regular letter patterns	spell topic words, new words with regular letter patterns and some common irregular words, and recognise meaning relationships between words such as 'play', 'playing', 'playground'	spell topic words, more complex irregular words, regular words and word families containing known letters and letter clusters, and use strategies for attempting unknown words	spell topic words and use word origins, base words, prefixes and suffixes when spelling new words	spell specialist topic words and use knowledge of word origins, base words, prefixes and suffixes and unusual letter combinations to spell correctly	use knowledge of a wide range of English spelling conventions to spell unusual and technical words correctly and to deduce the meanings of unfamiliar words and spell unknown words
<ul style="list-style-type: none"> showing attempts at sound-letter matching to spell new words English ACELA1758 Mathematics ACMNA002 Science ACSIS012 History ACHHS021	<ul style="list-style-type: none"> spelling known words accurately and consistently English ACELA1471 Science ACSIS042 History ACHHS054	<ul style="list-style-type: none"> writing new topic words with growing accuracy English ACELA1779 Science ACSIS071 History ACHHS086	<ul style="list-style-type: none"> demonstrating good spelling knowledge in attempts at unknown words English ACELA1526 Science ACSIS110 History ACHHS124	<ul style="list-style-type: none"> showing great consistency and accuracy in spelling English ACELA1549 Science ACSIS148 History ACHHS156	<ul style="list-style-type: none"> spelling accurately on almost all occasions English ACELA1573 Science ACSIS208 History ACHHS192

Visual knowledge

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
recognise the different meanings of words and	describe how images add to, contradict or multiply	identify the effects of choices in the	explain how analytical images such as figures,	analyse the effects of different visual elements	evaluate the impact of different visual choices in the composition
Understand how visual elements create meaning					

Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Images in imaginative and informative texts</p> <p>Examples</p> <ul style="list-style-type: none"> identifying an object in a text in word and illustration <p>English ACELA1786 Mathematics ACMNA005 Science ACSYS233 History ACHHS022</p>	<p>the meanings of words in a text, and compare images with the accompanying print text</p> <p>Examples</p> <ul style="list-style-type: none"> identifying added information provided by an image <p>English ACELT1587 Mathematics ACMSP050 Science ACSYS042 History ACHHS054</p>	<p>construction of images, including framing and composition</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the relationship between elements in an image <p>English ACELA1496 Mathematics ACMSP097 Science ACSYS071 History ACHHS087</p>	<p>diagrams, tables, maps and graphs contribute to understanding of factual information in texts</p> <p>Examples</p> <ul style="list-style-type: none"> selecting a graph to present information <p>English ACELA1524 Mathematics ACMSP147 Science ACSYS107 History ACHHS125</p>	<p>upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning</p> <p>Examples</p> <ul style="list-style-type: none"> explaining the impact of an image <p>English ACELT1628 Mathematics ACMSP292 Science ACSYS144 History ACHHS157</p>	<p>of images, including symbolic images and movement of camera or light, to achieve different nuances</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the most effective image to include in a report <p>English ACELA1572 Mathematics ACMSP250 Science ACSYS208 History ACHHS193</p>

Numeracy

Introduction

In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

The *Melbourne Declaration of Educational Goals for Young Australians* (MCEETYA 2008) recognises that numeracy is an essential skill for students in becoming successful learners at school and in life beyond school, and in preparing them for their future roles as family, community and workforce members. More broadly, a numerate population is critical in ensuring the nation's ongoing prosperity, productivity and workforce participation.

Scope of the Numeracy

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. The Numeracy learning continuum identifies the related mathematical knowledge and skills, and contextualises these through learning area examples.

When teachers identify numeracy demands across the curriculum, students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities assist students to recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly.

For a description of the organising elements for Numeracy, go to [Organising elements](#).

Numeracy across the curriculum

In the Australian Curriculum, much of the explicit teaching of numeracy skills occurs in Mathematics. Being numerate involves more than the application of routine procedures within the mathematics classroom. Students need to recognise that mathematics is constantly used outside the mathematics classroom and that numerate people apply general mathematical skills in a wide range of familiar and unfamiliar situations.

Using mathematical skills across the curriculum both enriches the study of other learning areas and contributes to the development of a broader and deeper understanding of numeracy. Therefore, a commitment to numeracy development is an essential component of learning areas across the curriculum and a responsibility for all teachers. This requires that teachers:

- identify the specific numeracy demands of their learning area
- provide learning experiences and opportunities that support the application of students' general mathematical knowledge and skills
- use the language of numeracy in their teaching as appropriate.

Teachers should be aware of the correct use of mathematical language in their own learning areas. Understanding mathematical terminology and the specific uses of language in mathematics is essential for numeracy.

The Numeracy capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Numeracy has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Numeracy has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Numeracy depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Numeracy in English
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Numeracy in Mathematics
\(www.australiancurriculum.edu.au/Mathematics/General-capabilities\)](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Numeracy in Science
\(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Numeracy in History
\(www.australiancurriculum.edu.au/History/General-capabilities\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Numeracy capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on numeracy across the curriculum.

The identification of numeracy as a general capability or competence to be addressed across the curriculum is supported by the literature. In Australia, the National Numeracy Review Report (Commonwealth of Australia 2008) argued for an emphasis both on mathematics as a distinct area of study and numeracy as an across-the-curriculum competency. In order to develop the ability to communicate numeric information effectively, students should engage in learning that involves using mathematics in the context of other disciplines. This requires a cross-curricular commitment and is not just the responsibility of the Mathematics Department (Miller 2010).

The Numeracy capability and learning continuum have been informed by a range of findings identified in the literature over a considerable period of time. Steen (2001) pointed out the ever-increasing gap between the quantitative needs of citizens and their quantitative capacity, while Miller (2010) continues to argue that quantitative literacy is a proficiency that is essential for people to be able to participate fully in a democratic society. Most recently, concerns about low levels of financial literacy shown by young people in Australia prompted the development of a National Consumer and Financial Literacy Framework to support the development of financial literacy skills in young people (MCEECDYA 2011).

The approach to the Numeracy capability, reflected in an optimal approach taken in schools, is informed by aspects of numeracy that were highlighted in the literature, including that:

- mathematics that people use in context is better understood than mathematics taught in isolation (Carragher, Carragher and Schliemann 1985; Zevenbergen and Zevenbergen 2009)
- knowledge is not automatically transferable from mathematics to other contexts (Lave 1988); numeracy requires contextual and strategic knowledge as well as mathematical skills (AAMT 1998)
- in numeracy there may be more than one suitable answer or method (Cohen 2001)
- numeracy moments often arise in unexpected situations (Thornton and Hogan 2005).

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Organising elements

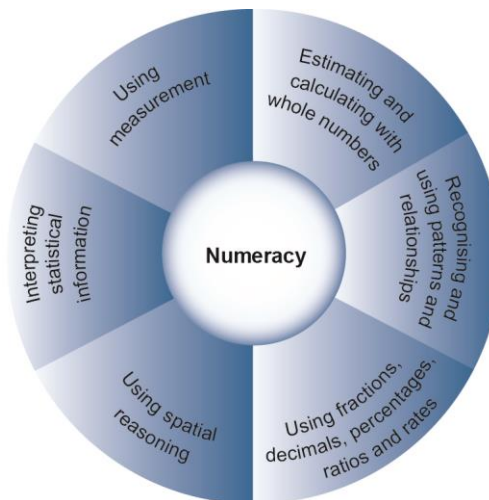
The Numeracy learning continuum is organised into six interrelated elements:

- Estimating and calculating with whole numbers
- Recognising and using patterns and relationships
- Using fractions, decimals, percentages, ratios and rates
- Using spatial reasoning
- Interpreting statistical information
- Using measurement

These elements are drawn from the strands of the Australian Curriculum: Mathematics as shown in the table below:

Numeracy Continuum	Australian Curriculum: Mathematics
Estimating and calculating with whole numbers	Number and Algebra Measurement and Geometry
Recognising and using patterns and relationships	Number and Algebra Statistics and Probability
Using fractions, decimals, percentages, ratios and rates	Number and Algebra Measurement and Geometry
Using spatial reasoning	Measurement and Geometry
Interpreting statistical information	Statistics and Probability
Using measurement	Measurement and Geometry

The diagram below sets out these elements.



Organising elements for Numeracy

Estimating and calculating with whole numbers

This element involves students using numbers for different purposes. Students apply skills in estimating and calculating with whole numbers to solve and model everyday problems in a wide range of authentic contexts using efficient mental, written and digital strategies. They identify situations where money is used and apply their knowledge of the value of money to purchasing, budgeting and justifying the use of money. In developing and acting with numeracy, students:

- understand and use numbers in context
- estimate and calculate
- use money.

Recognising and using patterns and relationships

This element involves students identifying trends and describing and using a wide range of rules and relationships to continue and predict patterns. Students apply their understanding of patterns and relationships when solving problems in authentic contexts.

Using fractions, decimals, percentages, ratios and rates

This element involves students developing an understanding of the meaning of fractions and decimals, their representations as ratios, rates and percentages, and how they can be applied in real-life situations. Students visualise, order and describe shapes and objects using their proportions and the relationships of ratios, rates and percentages to solve problems in authentic contexts. In developing and acting with numeracy, students:

- interpret proportional reasoning
- apply proportional reasoning.

Using spatial reasoning

This element involves students in making sense of the space around them. Students visualise, identify and sort shapes and objects, describing their key features in the environment. They use symmetry, shapes and angles to solve problems in authentic contexts and interpret maps and diagrams, using scales, legends and directional language to identify and describe routes and locations. In developing and acting with numeracy, students:

- visualise 2D shapes and 3D objects
- interpret maps and diagrams.

Interpreting statistical information

This element involves students gaining familiarity with the way statistical information is represented through solving problems in authentic contexts that involve collecting, recording, displaying, comparing and evaluating the effectiveness of data displays of various types. Students use appropriate language and numerical representations when explaining the outcomes of chance events. In developing and acting with numeracy, students:

- interpret data displays
- interpret chance events.

Using measurement

This element involves students learning about measurement of length, area, volume, capacity, time and mass. Students estimate, measure, compare and calculate using metric units when solving problems in authentic contexts. They read clocks and convert between time systems, identify and sequence dates and events using a calendar and use timetables for a variety of purposes. In developing and acting with numeracy, students:

- estimate and measure with metric units
- operate with clocks, calendars and timetables.

Numeracy Learning Continuum

Estimating and calculating with whole numbers

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Understand and use numbers in context						
demonstrate concepts of counting using every day experiences	connect and order number names, numerals and groups of objects using numbers up to two digits	model, represent, order and use numbers up to four digits	model, represent, order and use numbers up to five digits	identify, describe and use numbers larger than one million	compare, order and use positive and negative numbers to solve everyday problems	use different ways to represent very large and very small numbers including scientific notation
Examples <ul style="list-style-type: none"> showing anticipation that something will happen on the count of 1, 2, 3 	Examples <ul style="list-style-type: none"> sorting numbered objects into ascending order or identifying how many members there are in the school sports team 	Examples <ul style="list-style-type: none"> estimating growth of living things and representing prediction by making a chart 	Examples <ul style="list-style-type: none"> estimating the quantity of supplies for the First Fleet 	Examples <ul style="list-style-type: none"> estimating and comparing population growth of the twentieth century in different countries or states of Australia 	Examples <ul style="list-style-type: none"> recording different boiling and freezing points in an experiment 	Examples <ul style="list-style-type: none"> comparing the Gross Domestic Product (GDP) of nations or representation of atoms in different materials
Mathematics ACMNA001 Science ACSSU003 History ACHHS015	English ACELA1466 Mathematics ACMNA027 Science ACSIS038 History ACHHS047	Mathematics ACMNA073 Science ACSSU075 History ACHHS081	Mathematics ACMNA123 Science ACSSU078 History ACHHS116	Mathematics ACMNA280 Science ACSIS141 History ACDSEH071	Mathematics ACMNA210 Science ACSSU184 History ACDSEH147	
Estimate and calculate						
recognise the effects of adding to and taking away from a collection of objects	solve everyday addition and share stories	estimate the solution to a problem and then calculate the answer	estimate a solution to a problem and then check the solution by recalling addition, subtraction,	solve problems and check calculations using efficient mental and written strategies	solve complex problems by estimating and calculating using efficient mental,	solve and model problems involving complex data by estimating and calculating using a variety of efficient

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
<p>Examples</p> <ul style="list-style-type: none"> recognising that a pile of books gets bigger when adding to it 	<p>Examples</p> <ul style="list-style-type: none"> modelling a number story on a favourite book or multimedia presentation 	<p>Examples</p> <ul style="list-style-type: none"> calculating the total for two purchases at the school canteen 	<p>Examples</p> <ul style="list-style-type: none"> calculating the difference between the number of convicts who left Britain on the First Fleet and the number who arrived in Australia 	<p>Examples</p> <ul style="list-style-type: none"> measuring and estimating the growth of plants 	<p>Examples</p> <ul style="list-style-type: none"> calculating the running costs of a range of household appliances with different energy ratings 	<p>Examples</p> <ul style="list-style-type: none"> using statistics to predict trends such as the use of social media in different age groups
<p>identify situations that involve the use of money</p> <p>Example</p> <ul style="list-style-type: none"> using pictures of the local community to identify places where money can be used 	<p>recognise the different value of coins and notes in the Australian monetary system</p> <p>Examples</p> <ul style="list-style-type: none"> naming the value of different coins and notes 	<p>identify and use combinations of coins and notes for simple purchases</p> <p>Examples</p> <ul style="list-style-type: none"> selecting the right money to buy lunch from the school canteen 	<p>estimate the change from simple purchases</p> <p>Examples</p> <ul style="list-style-type: none"> working out change from \$5 when buying a drink 	<p>create simple financial plans, budgets and cost predictions</p> <p>Examples</p> <ul style="list-style-type: none"> creating a simple budget for a birthday party for 10 friends 	<p>identify and justify 'best value for money' decisions</p> <p>Examples</p> <ul style="list-style-type: none"> comparing different phone plans and presenting a reason for purchasing the chosen plan 	<p>evaluate financial plans to support specific financial goals</p> <p>Examples</p> <ul style="list-style-type: none"> developing a budget/ financial plan to save for a desired item taking into account the interest earned
Use money						
<p>Mathematics ACMNA004</p>	<p>Mathematics ACMNA030</p>	<p>Mathematics ACMNA076</p>	<p>Mathematics ACMNA128</p>	<p>Mathematics ACMNA183</p>	<p>Mathematics ACMNA232</p>	<p>Mathematics ACMNA001</p>
<p>Mathematics ACMNA034</p>	<p>Mathematics ACMNA080</p>	<p>Mathematics ACMNA106</p>	<p>Mathematics ACMNA174</p>	<p>Mathematics ACMNA211</p>		

Recognising and using patterns and relationships

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Recognise and use patterns and relationships						
recognise simple patterns in everyday contexts	describe and continue patterns	identify, describe and create everyday patterns	identify and describe trends in everyday patterns	identify and describe pattern rules and relationships that help to identify trends	identify trends using number rules and relationships	explain how the practical application of patterns can be used to identify trends
<p>Example</p> <ul style="list-style-type: none"> recognising patterns in games, music, artwork 	<p>Examples</p> <ul style="list-style-type: none"> continuing simple patterns using different colours or repeating a pattern in music 	<p>Examples</p> <ul style="list-style-type: none"> creating a pattern based on the petal structure of a flower 	<p>Examples</p> <ul style="list-style-type: none"> creating a pattern that could be used to produce a mosaic 	<p>Examples</p> <ul style="list-style-type: none"> survey dates in a local cemetery to find clues about patterns of settlement 	<p>Examples</p> <ul style="list-style-type: none"> using fuel consumptions vs. distance data to determine patterns of a vehicle's fuel consumption 	<p>Examples</p> <ul style="list-style-type: none"> using mobile phone bills to identify usage trends
English ACELT1579 Mathematics ACMNA005 Science ACSSU004 History ACHHK001	English ACELT1592 Mathematics ACMNA035 Science ACSSU019 History ACHHS047	Mathematics ACMNA081 Science ACSH061 History ACHHS081	Mathematics ACMNA133 Science ACSYS107 History ACHHS117	Science ACSYS145 History ACHHS148	Mathematics ACMNA208 Science ACSYS169 History ACDSEH145	

Using fractions, decimals, percentages, ratios and rates

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6	
1a	1b	Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
recognise a 'whole' and 'parts of a whole' within everyday contexts	recognise that a whole object can be divided into equal parts	visualise and describe halves and quarters	visualise, describe and order tenths, hundredths, 1-place and 2-place decimals	visualise, describe and order equivalent fractions, decimals and simple percentages	visualise and describe the proportions of percentages, ratios and rates	illustrate and order relationships for fractions, decimals, percentages, ratios and rates	
Example <ul style="list-style-type: none"> separating objects or dividing materials into non-equal parts 	Examples <ul style="list-style-type: none"> fold or cut a shape into equal parts 	Examples <ul style="list-style-type: none"> cutting an item of food in half and then half again 	Examples <ul style="list-style-type: none"> putting the amounts of money raised by different classes in a school fundraiser into order 	Examples <ul style="list-style-type: none"> explaining how to make a drink using 20% fruit, 30% lemonade and 50% fruit juice 	Examples <ul style="list-style-type: none"> explaining the sizes of different cultural groups as proportions of the population of the local community 	Examples <ul style="list-style-type: none"> calculating and plotting the savings made on a variable interest rate mortgage for the past 5 years 	
Level 1b is the starting point for this sub-element	identify quantities such as more, less and the same in everyday comparisons	solve problems using halves and quarters	solve problems using equivalent fractions for tenths, hundredths, 1-place and 2-place decimals	solve problems using equivalent fractions, decimals and simple percentages	solve problems using simple percentages, ratios and rates	solve problems involving fractions, decimals, percentages, ratios and rates	
	Examples <ul style="list-style-type: none"> pouring a liquid equally into two containers or identifying that one storage container is larger than another 	Examples <ul style="list-style-type: none"> using kitchen measuring equipment to show 2 half cup measures can be used instead of a 1 cup measure 	Examples <ul style="list-style-type: none"> finding the time difference between the fastest and slowest times for a class Beep test 	Examples <ul style="list-style-type: none"> using migration statistics to show which 50-year period in Australia's history had the largest percentage of growth 	Examples <ul style="list-style-type: none"> comparing and contrasting trends in migration from Asian countries to Australia since World War II 	Examples <ul style="list-style-type: none"> using proportional reasoning to assess the impact of changes in society and significant events, for 	
Interpret proportional reasoning							
Apply proportional reasoning							

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	1a Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Mathematics ACMNA003	Mathematics ACMNA016	Mathematics ACMNA077	Mathematics ACMNA103	Mathematics ACMNA187	Mathematics ACMNA208
						example population loss from the 1919 influenza epidemic

Using spatial reasoning

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	1a Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Mathematics ACMNA003	Mathematics ACMNA016	Mathematics ACMNA077	Mathematics ACMNA103	Mathematics ACMNA187	Mathematics ACMNA208
						example population loss from the 1919 influenza epidemic

Visualise 2D shapes and 3D objects						
sort or match objects according to their features	sort and name simple 2D shapes and 3D objects	identify, sort and describe common 2D shapes and 3D objects	visualise, sort, identify and describe symmetry, shapes and angles in the environment	visualise, sort, describe and compare the features of objects such as prisms and pyramids in the environment	visualise, describe and apply their understanding of the features and properties of 2D shapes and 3D objects	visualise, describe and analyse the way shapes and objects are combined and positioned in the environment for different purposes
Example	Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> sorting objects by features of shape, size, colour and function 	<ul style="list-style-type: none"> grouping 2D shapes and 3D objects by their features, colour and materials 	<ul style="list-style-type: none"> creating a structure using a variety of shapes 	<ul style="list-style-type: none"> recording the angles of the shots hit by a batsman in a cricket match 	<ul style="list-style-type: none"> explaining why some angles are used more frequently in built environments than others 	<ul style="list-style-type: none"> identifying and explaining key features of architecture in Qing China 	<ul style="list-style-type: none"> explaining how the design of buildings in the local community reflect their use
Mathematics ACMNA005	Mathematics ACMNA005	Mathematics ACMMG022	English ACELA1483	Mathematics ACMNG111	Mathematics ACMNG161	Mathematics ACMMG216

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
	1a 1b Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
	Science ACSSU003	Science ACSI038	Mathematics ACMMG066 Science ACSSU048	Science ACSSU078		
Interpret maps and diagrams						
demonstrate awareness of position of self and objects in relation to everyday contexts	follow directions to demonstrate understanding of common position words and movements	give and follow directions on maps and diagrams of familiar locations	Interpret information, locate positions and describe routes on maps and diagrams using simple scales, legends and directional language	identify and describe routes and locations, using grid reference systems and directional language such as north or north east	create and interpret 2D and 3D maps, models and diagrams	create and interpret maps, models and diagrams using a range of mapping tools
Example <ul style="list-style-type: none"> following actions to a song or dance 	Examples <ul style="list-style-type: none"> using a diagram or picture as a guide to building a model 	Examples <ul style="list-style-type: none"> using the language of position and movement to direct a friend to a new location 	Examples <ul style="list-style-type: none"> creating and labelling a diagram showing the location of historical features in the local community 	Examples <ul style="list-style-type: none"> using a street map to describe how to locate a friend's house 	Examples <ul style="list-style-type: none"> creating a map showing the expansion of the Mongol Empire across Europe and Asia 	Examples <ul style="list-style-type: none"> using digital mapping tools to show the movement of people in the transatlantic slave trade or convict transportation to Australia
	Mathematics ACMMG010	Mathematics ACMMG044 Science ACSSU033 History ACHHK045	Mathematics ACMMG090 History ACHHK078	English ACELA1524 Mathematics ACMMG113 Science ACSSU096 History ACHHK094	History ACDSEH078	Science ACSSU190 History ACDSEH018

Interpreting statistical information

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Interpret data displays						
display information using real objects or photographs and respond to questions about the information displayed	recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs	collect and describe data on a relevant issue based on one variable and display as lists, tables or picture graphs	collect record and display data as tables, diagrams, picture graphs and column graphs	collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media	compare, interpret and assess the effectiveness of different data displays of the same information	evaluate media statistics and trends by linking claims to data displays, statistics and representative data
<p>Example</p> <ul style="list-style-type: none"> displaying the most popular activity in the class using photographs 	<p>Examples</p> <ul style="list-style-type: none"> asking class members which football team they support and recording this information using the team logos 	<p>Examples</p> <ul style="list-style-type: none"> construct column graphs and picture graphs to represent the amount of water wasted by a dripping tap over a week 	<p>Examples</p> <ul style="list-style-type: none"> presenting evidence about the foods eaten by animals in a column graph 	<p>Examples</p> <ul style="list-style-type: none"> comparing and discussing line graphs about pulse rates when at rest and after activity 	<p>Examples</p> <ul style="list-style-type: none"> using secondary data to investigate changes in the mean and median rainfalls and water consumption in different locations choosing the most effective data display to compare mean and median rainfalls and water consumption in different locations and justifying choice of display 	<p>Examples</p> <ul style="list-style-type: none"> using bar graphs to compare food rations from World War II with their own food consumption
<p>Mathematics ACMSP011</p> <p>Science ACSYS014</p> <p>History ACHHK001</p>	<p>Mathematics ACMSP048</p> <p>Science ACSYS040</p> <p>History ACHHS036</p>	<p>Mathematics ACMSP096</p> <p>Science ACSYS068</p> <p>History ACHHS087</p>	<p>Mathematics ACMSP147</p> <p>Science ACSYS107</p> <p>History ACHHS125</p>	<p>Mathematics ACMSP170</p> <p>Science ACSYS146</p> <p>History ACHHS153</p>	<p>Mathematics ACMSP253</p> <p>Science ACSYS206</p> <p>History ACHHS189</p>	

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
1b	Typically by the end of Foundation Year, students					
Interpret chance events						
Level 1b is the starting point for this sub-element	recognise that some events might or might not happen	identify and describe familiar events that involve chance	describe possible outcomes from chance experiments using informal chance language and recognising variations in results	describe change events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow	describe and explain why the actual results of chance events are not always the same as expected results	explain the likelihood of multiple events occurring together by giving examples of situations when they might happen
	<p>Example</p> <ul style="list-style-type: none"> recognising that it might or might not rain tomorrow 	<p>Examples</p> <ul style="list-style-type: none"> discussing and using the language of chance to describe the likelihood of events such as 'will', 'won't' and 'might' <p>Mathematics ACMSP024 Science ACSYS212</p>	<p>Examples</p> <ul style="list-style-type: none"> understanding and using terms denoting the likelihood of events, including colloquial terms, such as 'no way', 'for sure' <p>Mathematics ACMSP067 Science ACSYS216</p>	<p>Examples</p> <ul style="list-style-type: none"> comparing and discussing the difference between predicted data and evidence when explaining the outcomes of an investigation <p>Mathematics ACMSP146 Science ACSHED098</p>	<p>Examples</p> <ul style="list-style-type: none"> predicting and comparing the outcomes of plant-cloning techniques in agriculture <p>Mathematics ACMSP205 Science ACSYS141</p>	<p>Examples</p> <ul style="list-style-type: none"> rolling two die and determining the probability of both displaying the same numbered face <p>Mathematics ACMSP225</p>

Using measurement

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	1b					
Typically by the end of Foundation Year, students		Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Estimate and measure with metric units						
use informal language and/or actions to describe characteristics of length, temperature, mass, volume, capacity and area in familiar environments	measure by comparing objects and indicate if these measurements are the same or different	estimate, measure and order using direct and indirect comparisons and informal units to collect and record information about shapes and objects	estimate, measure and compare the length, temperature, volume, capacity and mass of everyday objects using metric units and scaled instruments	choose and use appropriate metric units for length, area, volume, capacity and mass to solve everyday problems	convert between common metric units for volume and capacity and use perimeter, area and volume formulas to solve authentic problems	solve complex problems involving surface area and volume of prisms and cylinders and composite solids
<p>Example</p> <ul style="list-style-type: none"> using hand gestures to describe the length of an object 	<p>Examples</p> <ul style="list-style-type: none"> comparing the length of two objects and indicating which one is longer 	<p>Examples</p> <ul style="list-style-type: none"> using informal measures to record observations, compare masses of objects using a balance scale, measure the heights of plants in hand spans 	<p>Examples</p> <ul style="list-style-type: none"> using a thermometer to measure heating and cooling and recording results to the nearest half unit 	<p>Examples</p> <ul style="list-style-type: none"> using measurements from maps, plans and other sources to describe historical buildings and the layout of settlements 	<p>Examples</p> <ul style="list-style-type: none"> estimating and working out the area of a vegetable garden in square metres and calculating how much sugarcane mulch to buy to cover it 	<p>Examples</p> <ul style="list-style-type: none"> working out how much space is taken up by kitchen cupboards in a kitchen design and the area of remaining walls that will need to be painted
Mathematics ACMMG006	Mathematics ACMMG037	Mathematics ACMMG037 Science ACSIIS039	Mathematics ACMMG084 Science ACSIIS066	Mathematics ACMMG137 Science ACSIIS104	Mathematics ACMMG195 Science ACSIIS141	Mathematics ACMMG242 Science ACSIIS200

Level 1		Level 2	Level 3	Level 4	Level 5	Level 6
1a	Typically by the end of Foundation Year, students	Typically by the end of Year 2, students	Typically by the end of Year 4, students	Typically by the end of Year 6, students	Typically by the end of Year 8, students	Typically by the end of Year 10, students
Operate with clocks, calendars and timetables						
sequence familiar actions and events in a variety of ways	sequence familiar actions and events using the everyday language of time	read digital and analogue clocks to the half and quarter hour, sequence events by months and seasons and identify a date on a calendar	read digital and analogue clocks to the minute, convert between hours and minutes, use 'am' and 'pm', and use calendars to locate and compare time events	convert between 12- and 24-hour systems to solve time problems, interpret and use timetables from print and digital sources	use 12- and 24-hour systems within a single time zone to solve time problems, and place personal and family events on an extended time scale	use 12- and 24-hour systems within a multiple time zone to solve time problems, use large and small timescales in complex contexts and place historical and scientific events on an extended time scale
<p>Example</p> <ul style="list-style-type: none"> associating familiar activities with times of the day or days of the week using pictorial, written or technology formats 	<p>Examples</p> <ul style="list-style-type: none"> retelling a familiar story or sorting pictures from a familiar event into time order 	<p>Examples</p> <ul style="list-style-type: none"> developing a list for celebrating class birthdays 	<p>Examples</p> <ul style="list-style-type: none"> calculating how many hours are spent at school in the month of July 	<p>Examples</p> <ul style="list-style-type: none"> working out how long it would take to get from home to the airport by bus or train 	<p>Examples</p> <ul style="list-style-type: none"> recording the correct time when creating a new event in a social media website 	<p>Examples</p> <ul style="list-style-type: none"> calculating the correct time differences before phoning an overseas friend
<p>English ACELT1580</p> <p>Mathematics ACMMG007</p> <p>Science ACSSU004</p> <p>History ACHHS015</p>	<p>English ACELY1671</p> <p>Mathematics ACMMG041</p> <p>Science ACSSU019</p> <p>History ACHHK029</p>	<p>Mathematics ACMMG086</p> <p>Science ACSSU048</p> <p>History ACHHS081</p>	<p>Mathematics ACMMG139</p> <p>Science ACSSU096</p> <p>History ACHHS117</p>	<p>Mathematics ACMNA199</p> <p>Science ACSSU115</p> <p>History ACHHS148</p>	<p>Mathematics ACMMG219</p> <p>Science ACSSU185</p> <p>History ACHHS182</p>	

Information and communication technology (ICT) capability

Introduction

In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that in a digital age, and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Scope of ICT capability

The nature and scope of ICT capability is not fixed, but is responsive to ongoing technological developments. This is evident in the emergence of advanced internet technology over the past few years and the resulting changes in the ways that students construct knowledge and interact with others.

Students develop capability in using ICT for tasks associated with information access and management, information creation and presentation, problem solving, decision making, communication, creative expression, and empirical reasoning. This includes conducting research, creating multimedia information products, analysing data, designing solutions to problems, controlling processes and devices, and supporting computation while working independently and in collaboration with others.

Students develop knowledge, skills and dispositions around ICT and its use, and the ability to transfer these across environments and applications. They learn to use ICT with confidence, care and consideration, understanding its possibilities, limitations and impact on individuals, groups and communities.

For a description of the organising elements for ICT capability, go to [Organising elements](#).

ICT capability across the curriculum

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical

protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability.

ICT capability and the Technologies learning area

Information and communication technology is represented in two ways in the Australian Curriculum: through the ICT capability that applies across all learning areas and within the Technologies curriculum through Digital technologies. The ICT capability will be reviewed (and revised if necessary) to ensure that there is consistency with the Technologies curriculum following its development.

The ICT capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where ICT capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where ICT capability has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of ICT capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Information and communication technology in English
\(<http://www.australiancurriculum.edu.au/English/General-capabilities>\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Information and communication technology in Mathematics
\(\[www.australiancurriculum.edu.au/Mathematics/General-capabilities\]\(http://www.australiancurriculum.edu.au/Mathematics/General-capabilities\)\)](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Information and communication technology in Science
\(\[www.australiancurriculum.edu.au/Science/General-capabilities\]\(http://www.australiancurriculum.edu.au/Science/General-capabilities\)\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Information and communication technology in History
\(\[www.australiancurriculum.edu.au/History/General-capabilities\]\(http://www.australiancurriculum.edu.au/History/General-capabilities\)\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the ICT capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ICT across the curriculum.

ICT capability is based on sets of relevant knowledge, skills, behaviours and dispositions. Internationally, such capability is typically represented developmentally across interrelated domains or elements to show increasingly sophisticated experiences with the technology. For example, the ICT curriculum for England presents 'lines of progression' in strands and sub-strands. The National Education Technology Standards (NETS) for students provided by the International Society for Technology in Education (ISTE) represent capability with six sets of standards. In Australia, the Statements of Learning for ICT were presented as five broadly defined conceptual organisers, representing key aspects of ICT that apply across

the curriculum. The Australian Council for Educational Research (ACER) has also identified a progression in research associated with the National Assessment Program – ICT Literacy.

Early researchers into ICT in education, such as Papert (1980) and Turkle (1984), considered that students constructed reality from experience and prior knowledge. The student interacts with the environment and, to cope with this environment, develops a conceptual framework to explain the interaction.

More recent theorists, such as Dede (2009), echo these earlier propositions even as technologies evolve, giving rise to the set of constructs upon which the ICT capability is based. In particular, the overarching element Applying social and ethical protocols and practices when using ICT addresses the personal, social and cultural contexts introduced by theorists such as Papert and Turkle.

ICT capability is based on the assumption that technologies are digital tools that enable the student to solve problems and carry out tasks. That is, the ICT system needs to suit the student and the task, while the student needs to develop an understanding of what the machine can do and an appreciation of the limitations under which it operates. In this way, students come to perceive ICT systems as useful tools rather than feeling that they themselves are the tools of the machine (Maas 1983). The latter often occurs when users have little information about how ICT systems operate and simply follow set, standard procedures, determined for them by the system.

Therefore, the ICT capability needs to take account of the types of tasks that provide authentic contexts for learning. The range of tasks is categorised into three sets: Investigating with ICT, Communicating with ICT and Creating with ICT. Students also need the knowledge and skills to use ICT based on an understanding of the 'nature of the machine'. This is encompassed in the Managing and operating ICT element of the continuum.

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Organising elements

The ICT capability learning continuum is organised into five interrelated elements:

- Applying social and ethical protocols and practices when using ICT
- Investigating with ICT
- Creating with ICT
- Communicating with ICT
- Managing and operating ICT

The diagram below sets out these elements.



Organising elements for ICT capability

Applying social and ethical protocols and practices when using ICT

This element involves students in developing an understanding of intellectual property for digital information, and applying appropriate practices to recognise the intellectual property of themselves and others. Students use appropriate practices for the physical and logical storage and security of digital information, and apply appropriate protocols when using ICT to safely create, communicate or share information. They gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society. In developing and acting with information and communication technology capability, students:

- recognise intellectual property
- apply digital information security practices
- apply personal security protocols
- identify the impacts of ICT in society.

Investigating with ICT

This element involves students in using ICT to define and plan information searches of a range of primary and secondary sources when investigating questions, topics or problems. Students use ICT to locate, access, generate, organise and/or analyse data and information

and apply criteria to verify the integrity and value of the digital data, information and sources. In developing and acting with information and communication technology capability, students:

- define and plan information searches
- locate, generate and access data and information
- select and evaluate data and information.

Creating with ICT

This element involves students in using ICT to generate ideas, plans and processes that clarify a task or steps in order to respond to questions, realise creative intentions and create solutions to challenges and tasks. Students use ICT to generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention. In developing and acting with information and communication technology capability, students:

- generate ideas, plans and processes
- generate solutions to challenges and learning area tasks.

Communicating with ICT

This element involves students in using ICT to communicate and share ideas and information to collaboratively construct knowledge and digital solutions. Students develop an understanding of the context when communicating using ICT, including a sense of the audience, the form of communication, the techniques used and the characteristics of the users and the technologies. In developing and acting with information and communication technology capability, students:

- collaborate, share and exchange
- understand computer mediated communications.

Managing and operating ICT

This element involves students applying technical knowledge and skills to select, use and troubleshoot appropriate digital technologies when investigating, creating and communicating. Students develop an understanding of hardware and software components, and operations of appropriate ICT systems, including their functions, processes, procedures and devices. They apply technical knowledge and skills to efficiently and securely manage and maintain digital data. In developing and acting with information and communication technology capability, students:

- select and use hardware and software
- understand ICT systems
- manage digital data.

Information and Communication Technology Capability Learning Continuum

Applying social and ethical protocols and practices when using ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise intellectual property					
<p>recognise ownership over their own digital work</p> <p>Examples</p> <ul style="list-style-type: none"> recognising that they own text, photos and videos they produce 	<p>recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others</p> <p>Examples</p> <ul style="list-style-type: none"> understanding that they should not copy someone else's work without getting permission 	<p>acknowledge when they use digital products created by someone else, and start to indicate the source</p> <p>Examples</p> <ul style="list-style-type: none"> explaining where an image was sourced 	<p>identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions</p> <p>Examples</p> <ul style="list-style-type: none"> listing all sources, authors names and URLs of information they use 	<p>apply practices that comply with legal obligations regarding the ownership and use of digital products resources</p> <p>Examples</p> <ul style="list-style-type: none"> naming sources, avoiding plagiarism, knowing what may or may not be copied, checking for permissions and legal obligations before publishing of work 	<p>identify and describe ethical dilemmas and consciously apply practices that protect intellectual property</p> <p>Examples</p> <ul style="list-style-type: none"> understanding that pirating denies musicians payment for their work, understanding Creative Commons licensing
Apply digital information security practices					
<p>follow class rules about using digital information</p> <p>Examples</p> <ul style="list-style-type: none"> participating in a class discussion about why personal information 	<p>follow class rules about applying selected standard guidelines and techniques to secure digital information</p> <p>Examples</p> <ul style="list-style-type: none"> recognising that when logging onto the network they are only 	<p>independently apply standard guidelines and techniques for particular digital information</p> <p>Examples</p> <ul style="list-style-type: none"> saving to their own folder or device, logging on to server 	<p>independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments</p> <p>Examples</p> <ul style="list-style-type: none"> checking whether a friend can access the information, checking 	<p>independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments</p> <p>Examples</p> <ul style="list-style-type: none"> not storing private information on public online sites, setting 	<p>use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct</p> <p>Examples</p> <ul style="list-style-type: none"> using complex security settings for online sites; varying

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students: should not be used online	Typically by the end of Year 2, students: able to access their own folders or accounts <ul style="list-style-type: none"> only logging on to class computer with their own username and password 	Typically by the end of Year 4, students: and email using a personal password	Typically by the end of Year 6, students: whether someone else can find the web link to their online posts, using non-predictable user names and passwords	Typically by the end of Year 8, students: user access and privacy parameters	Typically by the end of Year 10, students: password structures; separating information with folders or sites and understanding how to modify default parameters within social networking sites
Apply personal security protocols					
follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate	follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences	apply standard guidelines and take action to avoid the common dangers to personal security when using ICT and apply appropriate basic social protocols when using ICT to communicate with unknown audiences	identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts	identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities	independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities
Examples <ul style="list-style-type: none"> making a digital recording about their family that does not offend or upset the viewer 	Examples <ul style="list-style-type: none"> messaging only to people they know, only allowing certain people to access their online space; keeping passwords secret; addressing recipients appropriately in emails, videos or posts 	Examples <ul style="list-style-type: none"> sharing personal photographs only in appropriate environments; using polite but impersonal language in posted messages; recognising forms of cyber bullying 	Examples <ul style="list-style-type: none"> understanding the dangers of providing personal information; recognising and reporting cyber bullying; only posting a photo with the owner's permission; not revealing details of identity; avoiding language offensive to particular groups of people; actively avoiding incidences of cyber bullying 	Examples <ul style="list-style-type: none"> forwarding personal communications from friends only with permission; being aware of time zones and differences in meaning of terms and concepts due to location and culture; using the bcc email field; recognising when others are being cyber bullied 	Examples <ul style="list-style-type: none"> analysing possible consequences of posting personal information on social networking sites; taking responsibility for the effect of their communications on other people; using appropriate salutations; adjusting length and formality of message to suit form of communication;

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify how they use ICT in multiple ways on multiple devices	identify how ICT is used at home and at school	identify the value and role of ICT use at home and school	explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives	explain the benefits and risks of the use of ICT for particular people in work and home environments	assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use
<p>Examples</p> <ul style="list-style-type: none"> taking a photo or playing a digital game with a phone, using a simulation or reading an online book on a tablet 	<p>Examples</p> <ul style="list-style-type: none"> identifying how ICT is used in personal communicating, shopping, banking, finding information, keeping class information, online lunch ordering 	<p>Examples</p> <ul style="list-style-type: none"> valuing ICT as a quick method to find information; playing games with friends; taking virtual tours; observing events in real time 	<p>Examples</p> <ul style="list-style-type: none"> ordering food from restaurants using a mobile devices, or scanning QR codes to access information <p>Mathematics ACMSP148</p>	<p>Examples</p> <ul style="list-style-type: none"> explaining that Voice Over Internet Protocol (VoIP) allows people to stay in touch, some people's jobs are replaced by computers, worker productivity may increase when computers are used <p>English ACELA1528 Mathematics ACMSP284</p>	<p>Examples</p> <ul style="list-style-type: none"> recognising the potential of enhanced inclusivity for people with disability through ICT, the digital divide, new types of work, globalisation <p>English ACELA1551 Science ACSH158</p>
Identify the impacts of ICT in society					
independently employing anti-cyber bullying strategies					

Investigating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Define and plan information searches					
<p>use ICT to identify where information is located</p> <p>Examples</p> <ul style="list-style-type: none"> using icon based programs to locate information 	<p>use ICT to identify, record and classify textual and graphic information to show what is known and what needs to be investigated</p> <p>Examples</p> <ul style="list-style-type: none"> using colour coding and drawing software to show steps in a sequence 	<p>use ICT to plan an information search or generation of information, recognising some pattern within the information,</p> <p>Examples</p> <ul style="list-style-type: none"> listing what information is required and suggesting where it may be located, creating methods of recording data from experiments 	<p>use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information</p> <p>Examples</p> <ul style="list-style-type: none"> using tables, charts and graphic organisers such as concept maps 	<p>use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation</p> <p>Examples</p> <ul style="list-style-type: none"> using graphic organisers to plan a search with links to sources 	<p>select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation</p> <p>Examples</p> <ul style="list-style-type: none"> using wikis or other shared documents; searching databases
Locate, generate and access data and information					
<p>use icons to locate or generate required information</p>	<p>locate information from a given set of digital sources</p>	<p>locate, retrieve or generate information from a range of digital sources</p>	<p>locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways</p>	<p>locate, retrieve or generate information using search facilities and organise information in meaningful ways</p>	<p>use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings</p>
	<p>Mathematics ACMMMG045 Science ACSYS039 History ACHHK044</p>	<p>Mathematics ACMSP069 Science ACSYS054 History ACHHS068</p>	<p>English ACELY1712 Mathematics ACMSP119 Science ACSYS086 History ACHHS120</p>	<p>Mathematics ACMNA174 Science ACSYS125 History ACHHS208</p>	<p>Science ACSYS165 History ACHHS168</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Example</p> <ul style="list-style-type: none"> making choices from icon-based menus 	<p>Examples</p> <ul style="list-style-type: none"> locating information following hyperlinks; printing pages; copying and pasting text and images; experimenting in a simulation environment to test decisions 	<p>Examples</p> <ul style="list-style-type: none"> locating information by typing in simple URLs; saving text and images; collecting data from a simulation environment 	<p>Examples</p> <ul style="list-style-type: none"> searching and locating files within school directory; searching across web or within site; organising in folders, tables or databases, using simulations to generate and organise information on real world problems 	<p>Examples</p> <ul style="list-style-type: none"> searching within document – find/search/buttons/tabs; using search strings; accessing primary data through online or local equipment; using simulation tools to test hypotheses to problems 	<p>Examples</p> <ul style="list-style-type: none"> using logical statements such as true/false; searching within fields or for data type; using data logger equipment; digital microscope; using digital models to test and adjust hypotheses to problems
English ACEL.Y1649	English ACEL.Y1660 Mathematics ACMM.G045 Science ACSI.S026 History ACH.HK044	English ACELA1793 Mathematics ACM.SP088 Science ACSI.S066 History ACH.HS078	English ACEL.Y1723 Mathematics ACM.SP145 Science ACSI.S104 History ACH.HS101	English ACEL.Y1733 Mathematics ACM.SP284 Science ACSI.S129 History ACH.HS208	Mathematics ACM.SP227 Science ACSI.S199 History ACH.HS186
Select and evaluate data and information					
explain how located data or information was used	explain the usefulness of located data or information	explain why located data or information was selected	assess the suitability of data or information using a range of appropriate given criteria	assess the suitability of data or information using appropriate own criteria	develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources
<p>Example</p> <ul style="list-style-type: none"> explaining how digital information was used in an activity 	<p>Examples</p> <ul style="list-style-type: none"> explaining how digital information answers a question 	<p>Examples</p> <ul style="list-style-type: none"> explaining why a source of digital information was used or trusted in preference to another 	<p>Examples</p> <ul style="list-style-type: none"> selecting the most useful/reliable/relevant digital resource from a set of three or four alternatives 	<p>Examples</p> <ul style="list-style-type: none"> applying criteria developed for an enquiry or project; considering the adequacy of source of information 	<p>Examples</p> <ul style="list-style-type: none"> comparing objective data from multiple digital sources to evaluate the likely credibility of the information provided
English ACELA1793	English ACEL.Y1704	English ACEL.Y1734	Mathematics ACM.SP239		

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students: Mathematics ACMNA057 History ACHHS068	Typically by the end of Year 6, students: Mathematics ACMNA128 Science ACSIS087 History ACHHS116	Typically by the end of Year 8, students: Science ACSIS125 History ACDSEH030	Typically by the end of Year 10, students: Science ACSIS165 History ACHHS187

Creating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Generate ideas, plans and processes					
<p>use ICT to follow or contribute to a simple plan for a solution</p> <p>Examples</p> <ul style="list-style-type: none"> using online and multimedia short sequence of instructions; contributing to a class digital product plan 	<p>use ICT to prepare simple plans to find solutions or answers to questions</p> <p>Examples</p> <ul style="list-style-type: none"> drawing simple mind maps using conceptual mapping software; using drawing software to show steps in a sequence 	<p>use ICT to generate ideas and plan solutions</p> <p>Examples</p> <ul style="list-style-type: none"> using tables, photos and sketches in planning documents 	<p>use ICT effectively to record ideas, represent thinking and plan solutions</p> <p>Examples</p> <ul style="list-style-type: none"> using timeline software to plan processes; using concept mapping and brainstorming software to generate key ideas; using graphic and audio visual software to record ideas 	<p>use appropriate ICT to collaboratively generate ideas and develop plans</p> <p>Examples</p> <ul style="list-style-type: none"> sharing documents including text, graphics and numbers 	<p>select and use ICT to articulate ideas and concepts, and plan the development of complex solutions</p> <p>Examples</p> <ul style="list-style-type: none"> using software to create hyperlinks, tables and charts; using design and project planning software
English ACELY1674	English ACELY1674	English ACELY1682 Science ACSYS054 History ACHHK078	English ACELY1704 Mathematics ACMNA123 Science ACSYS086	English ACELY1720 Mathematics ACMNA189 Science ACSYS144	English ACELY1751
Generate solutions to challenges and learning area tasks					
<p>use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes</p>	<p>experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes</p>	<p>create and modify simple digital solutions, creative outputs or data representation/transformation for particular purposes</p>	<p>independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes</p>	<p>design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions</p>	<p>Design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> using appropriate software to enter text, images, audio and numbers; editing a class-created digital product; representing a data set in a digital product 	Examples <ul style="list-style-type: none"> using the basic functionality of selected software to manipulate text, images, audio and numbers; representing data numerically or graphically; editing own work and that of others 	Examples <ul style="list-style-type: none"> editing text, images, audio, and video for presentations and story-telling; transforming data between numerical and graphical digital representation; applying editing strategies 	Examples <ul style="list-style-type: none"> manipulating and combining images, text, video and sound for presentations; creating podcasts; applying purposeful editing and refining processes 	Examples <ul style="list-style-type: none"> creating movies, animations, websites and music; programming games; using spread sheets; managing and editing original source materials 	Examples <ul style="list-style-type: none"> modelling solutions in spread sheets, creating movies, animations, websites and music; programming games; using databases; creating web pages for visually impaired users; using advanced functions to manage and edit digital products for desired effects
English ACELT1651 History ACHHS022	English ACELT1664 Mathematics ACMMM042 History ACHHS054	English ACELT1685 Mathematics ACMMG091 History ACHHS071	English ACELT1618 Mathematics ACMSP119 Science ACSI090 History ACHHS106	English ACELT1728 Mathematics ACMNA187 Science ACSI129 History ACHHS214	English ACELT1773 Mathematics ACMNA229 Science ACSI203 History ACHHS193

Communicating with ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Collaborate, share and exchange					
use purposefully selected ICT tools safely to view information shared by trusted adults	use purposefully selected ICT tools safely to share and exchange information with appropriate local audiences	use appropriate ICT tools safely to share and exchange information with appropriate known audiences	select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others	select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with	select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Typically by the end of Foundation Year, students:</p> <p>Examples</p> <ul style="list-style-type: none"> viewing information placed on a secure site by the teacher <p>English ACELY1580 History ACHHS022</p>	<p>Typically by the end of Year 2, students:</p> <p>Examples</p> <ul style="list-style-type: none"> using class online discussion board or blog to read and post electronic messages; composing a message and sending it with support <p>English ACELY1664 History ACHHS038</p>	<p>Typically by the end of Year 4, students:</p> <p>Examples</p> <ul style="list-style-type: none"> using emails and online discussion boards to read and post electronic messages <p>English ACELT1794 History ACHHS087</p>	<p>Typically by the end of Year 6, students:</p> <p>Examples</p> <ul style="list-style-type: none"> contributing to the content of a wiki; blogging and posting to bulletin boards <p>English ACELY1711 Science ACSYS107 History ACHHS125</p>	<p>Typically by the end of Year 8, students:</p> <p>appropriate global audiences</p> <p>Examples</p> <ul style="list-style-type: none"> setting up a wiki or blog for an associated user group <p>English ACELA1528 Science ACSYS133 History ACHHS157</p>	<p>Typically by the end of Year 10, students:</p> <p>Examples</p> <ul style="list-style-type: none"> using online applications and management tools for collaborative projects such as online portals, wikis; using common social networking tools for strategic purposes <p>Science ACSYS174 History ACHHS175</p>
Understand computer mediated communications					
<p>understand that messages are recorded, viewed or sent in computer mediated communications for others to receive</p> <p>Examples</p> <ul style="list-style-type: none"> understanding that a response to a question on an online environment will be 	<p>understand that computer mediated communications may be received later by the receiver</p> <p>Examples</p> <ul style="list-style-type: none"> understanding that a communication on a blog may be viewed 	<p>understand that computer mediated communications are directed to an audience for a purpose</p> <p>Examples</p> <ul style="list-style-type: none"> understanding that a text message may be 	<p>understand that particular forms of computer mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications</p> <p>Examples</p> <ul style="list-style-type: none"> understanding differences in the characteristics, features and use of 	<p>understand that there are various methods of collaboration through computer mediated communications that vary in form and control</p> <p>Examples</p> <ul style="list-style-type: none"> understanding the characteristics, features and use of electronic learning 	<p>understand that computer mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials</p> <p>Examples</p> <ul style="list-style-type: none"> understanding the advantages and disadvantages of using websites and

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students: received by the teacher English ACELY1784	Typically by the end of Year 2, students: later by other students English ACELY1671	Typically by the end of Year 4, students: sent to one or more persons English ACELY16942	Typically by the end of Year 6, students: Skype compared with blogs or wikis English ACELT1618 Science ACGIS110 History ACHHS106	Typically by the end of Year 8, students: environments for collaborating English ACELY1808 Science ACGIS148	Typically by the end of Year 10, students: online environments for managing collaboration Science ACGIS208

Managing and operating ICT

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Select and use hardware and software					
identify and safely operate ICT systems to complete relevant simple specified tasks and seek help when encountering a problem	identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help	identify and independently operate a range of devices, software, functions and commands, taking into consideration ergonomics when operating appropriate ICT systems, and seek solutions when encountering a problem	select from, and safely operate, a range of devices to undertake specific tasks and use basic troubleshooting procedures to solve routine malfunctions	independently select and operate a range of devices by adjusting relevant software functions to suit specific tasks, and independently use common troubleshooting procedures to solve routine malfunctions	justify the selection of, and optimise the operation of, a selected range of devices and software functions to complete specific tasks, for different purposes and in different social contexts
<p>Examples</p> <ul style="list-style-type: none"> selecting and using a camera to take a photograph or using a printer to print a picture, using a tablet, notebook or desktop computer to read a book or draw a picture; knowing when something has not worked as 	<p>Examples</p> <ul style="list-style-type: none"> using page layout software for posters, using a mouse, USB flash drive, printer, digital camera, or robot supervised by the teacher; taking initial steps in coping with the unexpected 	<p>Examples</p> <ul style="list-style-type: none"> using a camera, a microphone and slideshow software to create a presentation, adjusting the placement and orientation of the mouse, keyboard and screen to ensure ease and comfort when using; 	<p>Examples</p> <ul style="list-style-type: none"> selecting specific graphics software or graphic tools in word processors, using printer queues, file servers, scanners, probes, digital cameras 	<p>Examples</p> <ul style="list-style-type: none"> selecting a spreadsheet to model a budget or a fast processor to edit movies, adjusting digital camera settings, creating shortcuts 	<p>Examples</p> <ul style="list-style-type: none"> selecting an appropriate option for creating a website such as an online tool or an HTML editor, altering toolbars, sorting and layout functions; using duplex printing; setting proxies; using filters to divert junk

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	
Typically by the end of Foundation Year, students: expected and seeking help English ACELY1654	Typically by the end of Year 2, students: and then seeking help English ACELY1674	Typically by the end of Year 4, students: attempting to resolve a technical problem English ACELY1697 Mathematics ACMNA076 Science ACSYS066	Typically by the end of Year 6, students: English ACELY1717 Science ACSYS105	Typically by the end of Year 8, students: English ACELY1738 Science ACSYS141	Typically by the end of Year 10, students: mail: optimising the functions and features of online tools for a particular purpose English ACELY1748 Science ACSYS200	
Understand ICT systems						
identify common consumer ICT systems with input and output functions Examples <ul style="list-style-type: none"> identifying and/or listing different ICT systems such as desktop, notebook, tablet and mobile systems 	identify the main components of common consumer ICT systems, their fundamental functions, and describe them using basic ICT terminology Examples <ul style="list-style-type: none"> identifying basic hardware and peripherals, such as mouse, keyboard, monitor, printer, and some software programs, such as word processing, drawing and paint software 	identify and compare the use of the main components of different ICT systems Examples <ul style="list-style-type: none"> comparing the use of a touch screen and apps on a mobile with mouse and applications on a desktop computer 	identify, compare and classify basic ICT system components Examples <ul style="list-style-type: none"> understanding the uses of standard input, processing, output and storage components such as, input – keyboard, microphone; process – central processing unit; output –monitor, speakers, projector; storage – cloud, USB, hard drive; understanding the use and role of system and application software 	English ACELY1711	identify and compare networked ICT system components including between hardware, software and data Examples <ul style="list-style-type: none"> identifying and comparing the concepts of local area networks, server-client networks, cloud systems, saving files in differing formats so that they are compatible across different software platforms 	apply an understanding of networked ICT system components to make changes to functions, processes, procedures and devices to fit the purpose of the solutions Examples <ul style="list-style-type: none"> applying their understanding to decide whether to use cloud, local server or local storage; deciding whether to use a webcam or digital video camera

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Manage digital data					
save and retrieve digital data with support	manage and maintain digital data with guidance	manage and maintain digital data using common methods	manage and maintain data on different storage mediums – locally and on networks	manage and maintain data for groups of users using a variety of methods and systems	manage and maintain data securely in a variety of storage mediums and formats
<p>Examples</p> <ul style="list-style-type: none"> using the Save and Open functions on an application 	<p>Examples</p> <ul style="list-style-type: none"> saving and retrieving data; providing unique names for files; applying basic functions such as opening and dragging-and dropping files 	<p>Examples</p> <ul style="list-style-type: none"> managing and maintaining lists, favourites, bookmarks, folders and files 	<p>Examples</p> <ul style="list-style-type: none"> saving/exporting data in files of different formats; routinely backing up and protecting data; moving data from one location to another 	<p>Examples</p> <ul style="list-style-type: none"> setting up and maintaining shared folders 	<p>Examples</p> <ul style="list-style-type: none"> designing and using logical and sustainable file/folder naming conventions; maintaining version control of documents; limiting access to data by location or password
	Science ACSYS039	Mathematics ACMSP069 Science ACSYS055	Science ACSYS104	Science ACSYS141	Science ACSYS199

Critical and creative thinking

Introduction

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises that critical and creative thinking are fundamental to students becoming successful learners. Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become more confident and autonomous problem-solvers and thinkers.

Responding to the challenges of the twenty-first century – with its complex environmental, social and economic pressures – requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Scope of Critical and creative thinking

This capability combines two types of thinking – critical thinking and creative thinking. Though the two are not interchangeable, they are strongly linked, bringing complementary dimensions to thinking and learning.

Critical thinking is at the core of most intellectual activity that involves students in learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Examples of thinking skills are interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising.

Creative thinking involves students in learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. This includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality.

Concept formation is the mental activity that helps us compare, contrast and classify ideas, objects, and events. Concept learning can be concrete or abstract and is closely allied with metacognition. What has been learned can be applied to future examples. It underpins the elements outlined below.

Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence both promote and are enhanced by critical and creative thinking.

Critical and creative thinking can be encouraged simultaneously through activities that integrate reason, logic, imagination and innovation; for example, focusing on a topic in a logical, analytical way for some time, sorting out conflicting claims, weighing evidence, thinking through possible solutions, and then, following reflection and perhaps a burst of creative energy, coming up with innovative and considered responses. Critical and creative thinking are communicative processes that develop both flexibility and precision. Communication is integral to each of the thinking processes. By sharing thinking, visualisation and innovation, and by giving and receiving effective feedback, students learn to value the diversity of learning and communication styles.

For a description of the organising elements for Critical and creative thinking, go to [Organising elements](#).

Critical and creative thinking across the curriculum

The imparting of knowledge (content) and the development of thinking skills are accepted today as primary purposes of education. The explicit teaching and embedding of Critical and creative thinking throughout the learning areas encourages students to engage in higher order thinking. By using logic and imagination, and by reflecting on how they best tackle issues, tasks and challenges, students are increasingly able to select from a range of thinking strategies and employ them selectively and spontaneously in an increasing range of learning contexts.

Activities that foster critical and creative thinking should include both independent and collaborative tasks, and entail some sort of transition or tension between ways of thinking. They should be challenging and engaging, and contain approaches that are within the ability range of the learners, but also challenge them to think logically, reason, be open-minded, seek alternatives, tolerate ambiguity, inquire into possibilities, be innovative risk-takers and use their imagination.

Critical and creative thinking is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Critical and creative thinking has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to identify F–10 curriculum content where Critical and creative thinking has been identified. Teachers may find further opportunities to incorporate explicit teaching of Critical and creative thinking depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Critical and creative thinking in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(<http://www.australiancurriculum.edu.au/English/General-capabilities>)
- [Critical and creative thinking in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)

- [Critical and creative thinking in Science
\(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Critical and creative thinking in History
\(www.australiancurriculum.edu.au/History/General-capabilities\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Critical and creative thinking capability's introduction, organising elements and learning continuum have been developed. It draws on foundational and recent international and national research, as well as initiatives and programs that focus on critical and creative thinking across the curriculum.

Critical and creative thinking are variously characterised by theorists as dispositions (Tishman, Perkins and Jay; Ritchhart, Church and Morrison), taxonomies of skills (Bloom; Anderson, Krathwohl et al.), habits and frames of mind (Costa and Kallick; Gardner; de Bono), thinking strategies (Marzano, Pickering and Pollock), and philosophical inquiry (Lipman, Sharp and Oscanyan). Each of these approaches has informed the development of the Critical and creative thinking capability.

The capability is concerned with the encouragement of skills and learning dispositions or tendencies towards particular patterns of intellectual behaviour. These include being broad, flexible and adventurous thinkers, making plans and being strategic, demonstrating metacognition, and displaying intellectual perseverance and integrity. Students learn to skilfully and mindfully use thinking dispositions or 'habits of mind' such as risk taking and managing impulsivity (Costa and Kallick 2000) when confronted with problems to which solutions are not immediately apparent.

Both Gardner (1994) and Robinson (2009) emphasise that we need to understand and capitalise on the natural aptitudes, talents and passions of students – they may be highly visual, or think best when they are moving, or listening, or reading. Critical and creative thinking are fostered through opportunities to use dispositions such as broad and adventurous thinking, reflecting on possibilities, and metacognition (Perkins 1995), and can result from intellectual flexibility, open-mindedness, adaptability and a readiness to experiment with and clarify new questions and phenomena (Gardner 2009). Recent discoveries in neuroscience have furthered theories about thinking, the brain, perception and the link between cognition and emotions. Theorists believe that learning is enhanced when rich environments contain multiple stimuli, stressing the importance of engaging the mind's natural curiosity through complex and meaningful challenges.

Educational taxonomies map sequences of skills and processes considered to be foundational and essential for learning. The most well-known of these, developed by Bloom et al. (1956), divided educational objectives into domains where learning at the higher levels was dependent on having attained prerequisite knowledge and skills at lower levels. In 1967, Bruner and colleagues described the process of concept learning as an active process in which learners construct new concepts or ideas based on their knowledge.

The philosophical inquiry model, first applied to school education by Lipman, Sharp and Oscanyan (1980), has two major elements: critical and creative thinking, and forming a classroom environment called a 'community of inquiry', to support the development of

thinking and discussion skills. This model places emphasis on possibilities and meanings, wondering, reasoning, rigour, logic, and using criteria for measuring the quality of thinking.

Lave and Wenger (1991) described 'learning communities' that value their collective competence and learn from each other. Through their notion of 'authentic' learning, the importance of engagement and linking student interests and preferred learning modes with classroom learning has emerged. Marzano, Pickering and Pollock (2001) identified the strategies most likely to improve student achievement across all content areas and grade levels. These include using non-linguistic representations and learning organisers, and generating and testing hypotheses.

In 2001, Anderson and Krathwohl changed Bloom's cognitive process of 'synthesis' to 'creativity' and made it the highest level of intellectual functioning. They believed the ability to create required the production of an original idea or a product from a unique synthesis of discrete elements.

Twenty-first century learning theories emphasise the importance of supporting authentic and ubiquitous (anywhere, anyhow) learning, and providing students with opportunities, resources and spaces to develop their creative and critical thinking skills (Newton and Fisher 2009; McGuinness 1999, 2010). Gardner's (2009) five 'minds' for the future – the disciplined, synthesising, creating, respectful and ethical minds – offers a helpful starting place. Learners need to develop the skills to analyse and respond to authentic situations through inquiry, imagination and innovation.

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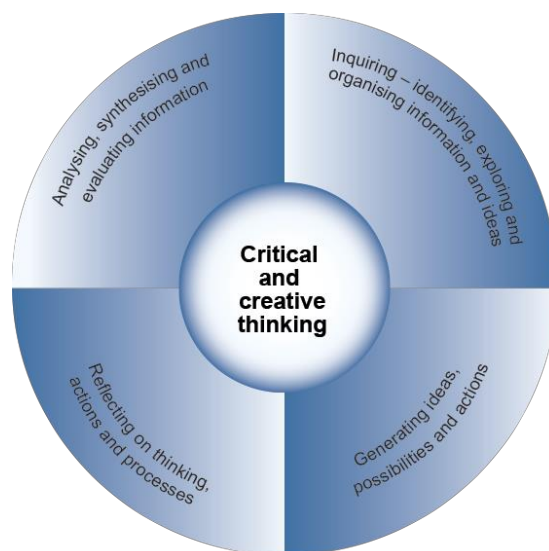
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Organising elements

The Critical and creative thinking learning continuum is organised into four interrelated elements, each detailing differing aspects of thinking. The elements are not a taxonomy of thinking. Rather, each makes its own contribution to learning and needs to be explicitly and simultaneously developed.

- Inquiring – identifying, exploring and organising information and ideas
- Generating ideas, possibilities and actions
- Reflecting on thinking and processes
- Analysing, synthesising and evaluating reasoning and procedures

The diagram below sets out these elements.



Organising elements for Critical and creative thinking

Inquiring – identifying, exploring and clarifying information and ideas

This element involves students in posing questions and identifying and clarifying information and ideas, followed by organising and processing information. When inquiring – identifying, exploring and clarifying information and ideas, students use questioning to investigate and analyse ideas and issues, make sense of and assess information and ideas, and collect, compare and evaluate information from a range of sources. In summary, inquiring primarily consists of:

- pose questions
- identify and clarify information and ideas
- organise and process information.

Generating ideas, possibilities and actions

This element involves students in imagining possibilities and connecting ideas through considering alternatives and seeking solutions and putting ideas into action. Students create new, and expand on known, ideas. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions. In summary, generating primarily consists of:

- imagine possibilities and connect ideas
- consider alternatives
- seek solutions and put ideas into action.

Reflecting on thinking and processes

This element involves students thinking about thinking (metacognition), reflecting on actions and processes, and transferring knowledge into new contexts to create alternatives or open up possibilities. Students reflect on, adjust and explain their thinking and identify the thinking behind choices, strategies and actions taken. They apply knowledge gained in one context to clarify another. In summary, reflecting primarily consists of:

- think about thinking (metacognition)
- reflect on processes
- transfer knowledge into new contexts.

Analysing, synthesising and evaluating reasoning and procedures

This element involves students in applying logic and reasoning, drawing conclusions and designing a course of action and evaluating procedures and outcomes. Students consider and assess the logic and reasoning behind choices, they differentiate components of decisions made and actions taken and assess ideas, methods and outcomes against criteria. In summary, analysing primarily consists of:

- apply logic and reasoning
- draw conclusions and design a course of action
- evaluate procedures and outcomes.

Critical and Creative Thinking Learning Continuum

Inquiring – Identifying, exploring and organising information and ideas

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Pose questions					
pose factual and exploratory questions based on personal interests and experiences	pose questions to identify and clarify issues, and compare information in their world	pose questions to expand their knowledge about the world	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to probe assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas
<p>Examples</p> <ul style="list-style-type: none"> asking why events make people happy or sad 	<p>Examples</p> <ul style="list-style-type: none"> asking how and why certain actions and events occurred 	<p>Examples</p> <ul style="list-style-type: none"> asking who, when, how and why about a range of situations and events 	<p>Examples</p> <ul style="list-style-type: none"> inquiring into cause and effect of significant events in their lives 	<p>Examples</p> <ul style="list-style-type: none"> questioning causes and effects of local and world events 	<p>Examples</p> <ul style="list-style-type: none"> questioning to uncover assumptions and inferences and provoke debate about global events
English ACELT1783 Science ACSYS014 History ACHHS017	English ACELA1589 Mathematics ACMSP048 Science ACSHS034 History ACHHS049	English ACELA1488 Mathematics ACMSP068 Science ACSYS064 History ACHHS083	English ACELA1517 Mathematics ACMSP118 Science ACSYS231 History ACHHS119	English ACELT1628 Science ACSYS139 History ACHHS150	English ACELT1812 Mathematics ACMSP228 Science ACSYS198 History ACHHS184
Identify and clarify information and ideas					
identify and describe familiar information and ideas during a discussion or investigation	identify and explore information and ideas from source materials	identify main ideas and select and clarify information from a range of sources	identify and clarify relevant information and prioritise ideas	clarify information and ideas from texts or images when exploring challenging issues	clarify complex information and ideas drawn from a range of sources
Examples	Examples	Examples	Examples	Examples	Examples

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<ul style="list-style-type: none"> identifying what led to a decision being made Science ACSI5233 History ACHHS019	<ul style="list-style-type: none"> exploring patterns and similarities English ACELA1460 Mathematics ACMNA026 Science ACSI5038 History ACHHK051	<ul style="list-style-type: none"> establishing a sequence during investigation of artefact, image or text English ACELT1602 Mathematics ACMMG084 Science ACIS216 History ACHHSK084	<ul style="list-style-type: none"> giving reasons for a preferred pathway when problem solving English ACELT1602 Mathematics ACMMG142 Science ACSHE081 History ACHHS121	<ul style="list-style-type: none"> identifying the strengths and weaknesses of different approaches English ACELA1548 Mathematics ACMSP206 Science ACSI5144 History ACCHS154	<ul style="list-style-type: none"> scrutinising contrasting positions offered about events or findings English ACELY1749 Mathematics ACMSP246 Science ACSI5203 History ACHHS186

Organise and process information

gather similar information or depictions from given sources	organise information based on similar or relevant ideas from several sources	collect, compare and categorise facts and opinions found in a widening range of sources	analyse, condense and combine relevant information from multiple sources	critically analyse information and evidence according to criteria such as validity and relevance	critically analyse independently sourced information to determine bias and reliability
Examples <ul style="list-style-type: none"> collecting a variety of representations of particular action(s) English ACELA1430 Science ACSSU005 History ACHHS019	Examples <ul style="list-style-type: none"> finding examples of kindness or change in several sources English ACELA1469 Mathematics ACMMG037 Science ACISIS040 History ACHHK050	Examples <ul style="list-style-type: none"> processing relevant depictions of an event English ACELA1489 Mathematics ACMSP096 Science ACSI5054 History ACHHS084	Examples <ul style="list-style-type: none"> establishing opinion versus fact in literature and film English ACELY1708 Mathematics ACMMG141 Science ACSI5090 History ACHHS122	Examples <ul style="list-style-type: none"> scrutinising the accuracy of depicted events English ACELT1626 Mathematics ACMSP205 Science ACSI5141 History ACCHS151	Examples <ul style="list-style-type: none"> critiquing data from known and unknown sources English ACELY1639 Mathematics ACMSP253 Science ACSI5199 History ACCHS189

Generating ideas, possibilities and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Imagine possibilities and connect ideas					
<p>use imagination to view or create things in new ways and connect two things that seem different</p> <p>Examples</p> <ul style="list-style-type: none"> changing the shape or colour of familiar objects <p>Mathematics ACMMG008</p>	<p>build on what they know to create ideas and possibilities in ways that are new to them</p> <p>Examples</p> <ul style="list-style-type: none"> using a flow chart when plotting actions <p>English ACELT1591 Mathematics ACMSP047 Science ACSI037 History ACHHS052</p>	<p>expand on known ideas to create new and imaginative combinations</p> <p>Examples</p> <ul style="list-style-type: none"> exchanging or combining ideas using mind maps <p>English ACELT1607 Mathematics ACMMG088 Science ACSI053</p>	<p>combine ideas in a variety of ways and from a range of sources to create new possibilities</p> <p>Examples</p> <ul style="list-style-type: none"> by matching ideas from science and history <p>English ACELT1618 Mathematics ACMSP147 Science ACSI107</p>	<p>draw parallels between known and new ideas to create new ways of achieving goals</p> <p>Examples</p> <ul style="list-style-type: none"> using patterns and trends in Mathematics to arrive at possible solutions in other learning areas <p>Mathematics ACMMG197 Science ACSHE134 History ACHHS148</p>	<p>create and connect complex ideas using imagery, analogies and symbolism</p> <p>Examples</p> <ul style="list-style-type: none"> developing hypotheses based on known and invented models and theories <p>English ACELY1756 Mathematics ACMNA239 History ACHHS192</p>
Consider alternatives					
<p>suggest alternative and creative ways to approach a given situation or task</p> <p>Examples</p> <ul style="list-style-type: none"> considering alternative uses for a familiar product 	<p>identify and compare creative ideas to think broadly about a given situation or problem</p> <p>Examples</p> <ul style="list-style-type: none"> considering ways of conserving water in their environment 	<p>explore situations using creative thinking strategies to propose a range of alternatives</p> <p>Examples</p> <ul style="list-style-type: none"> asking 'What if..?' 	<p>identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions</p> <p>Examples</p> <ul style="list-style-type: none"> examining the environmental impact of transporting goods 	<p>generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting</p> <p>Examples</p> <ul style="list-style-type: none"> negotiating a solution to a community dispute 	<p>speculate on creative options to modify ideas when circumstances change</p> <p>Examples</p> <ul style="list-style-type: none"> submitting designed and developed ideas or

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>English ACELY1651</p> <p>Mathematics ACMMG006</p> <p>History ACHHS020</p>	<p>English ACELY1665</p> <p>Mathematics ACMSP050</p> <p>Science ACSYS042</p> <p>History ACHHS052</p>	<p>English ACELY1694</p> <p>Mathematics ACMSP095</p> <p>Science ACSYS065</p> <p>History ACHHK080</p>	<p>English ACELT1800</p> <p>Science ACSYS104</p> <p>History ACHHS123</p>	<p>English ACELY1736</p> <p>Mathematics ACMMG199</p> <p>Science ACSHE135</p> <p>History ACHHS155</p>	<p>History ACHHS193</p>
<p>predict what might happen in a given situation and when putting ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> suggesting different endings to a story 	<p>investigate options and predict possible outcomes when putting ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> exploring identified problems and ways of overcoming them 	<p>experiment with a range of options when seeking solutions and putting ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> using a graphic organiser to suggest alternative solutions 	<p>assess and test options to identify the most effective solution and to put ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> using role plays to test and refine approaches when initial ideas do not work 	<p>predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> using information from a range of sources to predict results from an inquiry or investigation 	<p>assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action</p> <p>Examples</p> <ul style="list-style-type: none"> expressing difficult concepts digitally, kin aesthetically or spatially
<p>English ACELY1650</p>	<p>English ACELY1789</p> <p>Mathematics ACMSP024</p> <p>Science ACSYS041</p> <p>History ACHHK045</p>	<p>English ACELA1496</p> <p>Mathematics ACMNA082</p> <p>Science ACSYS069</p>	<p>English ACELT1800</p> <p>Mathematics ACMNA122</p> <p>Science ACSYS104</p>	<p>English ACELA1548</p> <p>Mathematics ACMSP204</p> <p>Science ACSYS140</p> <p>History ACHHS155</p>	<p>English ACELY1756</p> <p>Mathematics ACMSP225</p> <p>Science ACSYS205</p> <p>History ACHHS190</p>

Seek solutions and put ideas into action

Reflecting on thinking and processes

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Think about thinking (metacognition)					
describe what they are thinking and give reasons why	describe the thinking strategies used in given situations and tasks	reflect on, explain and check the processes used to come to conclusions	reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	assess assumptions in their thinking and invite alternative opinions	give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions
Examples <ul style="list-style-type: none"> drawing on a past experience to explain their thinking 	Examples <ul style="list-style-type: none"> describing how they approach tasks when they are not sure what to do 	Examples <ul style="list-style-type: none"> explaining ways they check their thinking and deal with setbacks 	Examples <ul style="list-style-type: none"> identifying where methods of investigation and inquiry could be improved 	Examples <ul style="list-style-type: none"> reflecting on the accuracy of their own and others' thinking 	Examples <ul style="list-style-type: none"> reflecting on justifications for approaching problems in certain ways
English ACELT1783	English ACELT1590 Mathematics ACMNA017 Science ACSYS214	English ACELY1687 Mathematics ACMSP094 Science ACSYS216 History ACHHS085	English ACELY1775 Mathematics ACMNA099 Science ACSYS108 History ACHHS119	English ACELY1731 Science ACSYS145 History ACHHS155	English ACELT1640 Mathematics ACMSP247 Science ACSHF194 History ACHHS188
Reflect on processes					
identify the main elements of the steps in a thinking process	outline the details and sequence in a whole task and separate it into workable parts	identify pertinent information in an investigation and separate into smaller parts or ideas	identify and justify the thinking behind choices they have made	evaluate and justify the reasons behind choosing a particular problem-solving strategy	balance rational and irrational components of a complex or ambiguous problem to evaluate evidence
Examples <ul style="list-style-type: none"> identifying steps involved in daily routines 	Examples <ul style="list-style-type: none"> using logic to sort information in graphic organisers or musical segments 	Examples <ul style="list-style-type: none"> examining the significant aspects of an historical event 	Examples <ul style="list-style-type: none"> explaining why particular musical notations or mathematical 	Examples <ul style="list-style-type: none"> choosing images that best represent an idea or product 	Examples <ul style="list-style-type: none"> exploring reasons for selecting or rejecting patterns or groupings to represent an idea

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundational Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELY1648	English ACELT1592 Mathematics ACMMA044 Science ACSSU030	English ACELT1592 Mathematics ACMNA079 Science ACSSU073 History ACHHK080	English ACELY1709 Mathematics ACMNA128 Science ACSYS110 History ACHHK115	English ACELY1810 Mathematics ACMSP168 Science ACSYS131 History ACHHS154	English ACELA1572 Mathematics ACMSP253 Science ACSYS206 History ACHHS184
Transfer knowledge into new contexts					
connect information from one setting to another	use information from a previous experience to inform a new idea	transfer and apply information in one setting to enrich another	apply knowledge gained from one context to another unrelated context and identify new meaning	justify reasons for decisions when transferring information to similar and different contexts	identify, plan and justify transference of knowledge to new contexts
Examples <ul style="list-style-type: none"> giving reasons for rules at home and school 	Examples <ul style="list-style-type: none"> applying reasons for actions previously given to similar new situations 	Examples <ul style="list-style-type: none"> using visual or numerical representations to clarify information 	Examples <ul style="list-style-type: none"> using statistics to interpret information from census data about migration 	Examples <ul style="list-style-type: none"> explaining choices, such as the use of a soundtrack to accompany a performance 	Examples <ul style="list-style-type: none"> demonstrating ways ideas gained in an historical or literary context could be applied in a different scenario
English ACELY1648	English ACELY1666 Mathematics ACMNA028 Science ACSSU031 History ACHHK046	English ACELY1691 Mathematics ACMNA090 Science ACSHE050	English ACELT1616 Mathematics ACMNA133 Science ACSHE220	English ACELY1735 Mathematics ACMNA202 Science ACSYS234 History ACHHS153	English ACELA1565 Mathematics ACMNA238 Science ACSHE158

Analysing, synthesising and evaluating reasoning and procedures

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Apply logic and reasoning					
<p>identify the thinking used to solve problems in given situations</p> <p>Examples</p> <ul style="list-style-type: none"> asking how dilemmas in narratives were solved 	<p>identify reasoning used in choices or actions in specific situations</p> <p>Examples</p> <ul style="list-style-type: none"> asking what course of action was most logical and why 	<p>identify and apply appropriate reasoning and thinking strategies for particular outcomes</p> <p>Examples</p> <ul style="list-style-type: none"> using logical or predictive reasoning when problem solving 	<p>assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome</p> <p>Examples</p> <ul style="list-style-type: none"> comparing and contrasting interpretations of information or image 	<p>identify gaps in reasoning and missing elements in information</p> <p>Examples</p> <ul style="list-style-type: none"> finding wrong rationales or assumptions made and/or illogical conclusions drawn when seeking outcomes 	<p>analyse reasoning used in finding and applying solutions, and in choice of resources</p> <p>Examples</p> <ul style="list-style-type: none"> testing propositions to identify reliability of data and faulty reasoning when designing new products
<p>English ACELA1786 Mathematics ACMNA289 History ACHHS021</p>	<p>English ACELA1462 Science ACSH035 History ACHHS051</p>	<p>English ACELY1690 Mathematics ACMNA076 Science ACSYS057</p>	<p>English ACELT1614 Science ACSYS221</p>	<p>English ACELY1730 Science ACSYS234 History ACHHS152</p>	<p>English ACELY1754 Mathematics ACMMG244 Science ACSYS165 History ACHHS187</p>
Draw conclusions and design a course of action					
<p>share their thinking about possible courses of action</p> <p>Examples</p> <ul style="list-style-type: none"> discussing various ways people could have acted 	<p>identify alternative courses of action or possible conclusions when presented with new information</p> <p>Examples</p> <ul style="list-style-type: none"> describing how an outcome might 	<p>draw on prior knowledge and use evidence when choosing a course of action or drawing a conclusion</p> <p>Examples</p> <ul style="list-style-type: none"> assessing the worth of elements of a 	<p>scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action</p> <p>Examples</p> <ul style="list-style-type: none"> charting progress of an argument or investigation and 	<p>differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions</p> <p>Examples</p> <ul style="list-style-type: none"> assessing the success of a formula for a product or 	<p>use logical and abstract thinking to analyse and synthesise complex information to inform a course of action</p> <p>Examples</p> <ul style="list-style-type: none"> using primary or secondary evidence

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
English ACELY1646 Mathematics ACMNA005	change if a character acted differently English ACELA1469 Mathematics ACMNA015 Science ACSYS025 History ACHHK046	planned approach or solution English ACELT1604 Mathematics ACMNA073 Science ACSHE062	proposing alternatives English ACELY1801 Mathematics ACMNA103 Science ACSYS218 History ACHHS119	management of an event English ACELY1732 Mathematics ACMSP171 History ACHHS155	to support or refute a conclusion English ACELY1750 Mathematics ACMMG223 Science ACSYS172 History ACHHS189

Evaluate procedures and outcomes

check whether they are satisfied with the outcome of tasks or actions Examples	evaluate whether they have accomplished what they set out to achieve Examples	explain and justify ideas and outcomes Examples	evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria Examples	explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified Examples	evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified Examples
<ul style="list-style-type: none"> asking whether their work sounds and looks right and makes sense 	<ul style="list-style-type: none"> asking whether they listened to a peer's answer well or used a suitable procedure 	<ul style="list-style-type: none"> evaluating whether specified materials or calculations were appropriate for set goals or evidence presented 	<ul style="list-style-type: none"> assessing their own and peer responses to an issue, performance or artefact 	<ul style="list-style-type: none"> evaluating whether a chosen investigation method withstands scrutiny 	<ul style="list-style-type: none"> strengthening a conclusion, identifying alternative solutions to an investigation
English ACELY1669 Science ACSYS212	English ACELY1695 Science ACSYS058 History ACHHS216	English ACELA1518 Mathematics ACMMG115 History ACHHS216	English ACELA1543 Science ACSYS124 History ACHHS151	English ACELY1752 Mathematics ACMSP283 Science ACSYS171 History ACHHS188	

Personal and social capability

Introduction

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The *Melbourne Declaration on the Educational Goals for Young Australians* (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners, helping to improve their academic learning and enhancing their motivation to reach their full potential. Personal and social capability supports students in becoming creative and confident individuals with ‘a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing’, with a sense of hope and ‘optimism about their lives and the future’. On a social level, it helps students to ‘form and maintain healthy relationships’ and prepares them ‘for their potential life roles as family, community and workforce members’ (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Scope of Personal and social capability

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named ‘Personal and social capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

For a description of the organising elements for Personal and social capability, go to [Organising elements](#).

Personal and social capability across the curriculum

Personal and social capability skills are addressed in all learning areas and at every stage of a student's schooling. However, some of the skills and practices implicit in the development of the

capability may be most explicitly addressed in specific learning areas, such as Health and Physical Education.

The Personal and social capability is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Personal and social capability has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Personal and social capability has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Personal and social capability depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Personal and social capability in English
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Personal and social capability in Mathematics
\(www.australiancurriculum.edu.au/Mathematics/General-capabilities\)](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Personal and social capability in Science
\(www.australiancurriculum.edu.au/Science/General-capabilities\)](http://www.australiancurriculum.edu.au/Science/General-capabilities)
- [Personal and social capability in History
\(www.australiancurriculum.edu.au/History/General-capabilities\)](http://www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Personal and social capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on personal and social capability across the curriculum.

The domain of personal and social learning is not new, despite changes to nomenclature, definitions and understandings over the past century. In 1920, Thorndike identified 'social intelligence' as an important facet of intelligence. Since then, many researchers and educators, including Moss and Hunt (1927), Vernon (1933), Wechsler (1940), Gardner (1983), Salovey and Mayer (1990), Seligman (1998) and Goleman (1995, 1998, 2006), have explored this concept, each contributing to current understandings of this domain. Importantly, recent contributors have emphasised the ability to develop and improve personal and social capability both as adults and as children.

Two contributors have been particularly significant to recent developments in personal and social learning as a competence or capability in school education. Gardner's (1983) *Frames of Mind: the theory of multiple intelligences* broadened notions of intelligence, introducing and popularising the concepts of intrapersonal and interpersonal intelligence, which represented two of his eight intelligences. More recently, Goleman further popularised the concepts of emotional intelligence (1995) and social intelligence (2006) in educational discourse.

In 1994, Goleman and others founded the Collaborative for Academic, Social, and Emotional Learning (CASEL) at the University of Illinois Chicago (UIC). Since then, CASEL has been the world's leading organisation in advancing understandings, research, networks, curriculum, school practice and public policy in the area of personal and social learning.

CASEL's evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

Most educational programs around the world that integrate social and emotional learning are based on CASEL's SEL framework. This framework is also drawn upon and referenced by various personal, interpersonal and social curriculum in Australian states and territories, and by programs such as MindMatters, KidsMatter and Response Ability.

While some differences emerge within the literature about how personal and emotional learning should be named, constructed and taught, and different organisations also include some additional categories, it is widely accepted that a Personal and social capability will always include a minimum foundation of the four interrelated and non-sequential organising elements – Self-awareness, Self-management, Social awareness and Social management – used in the Personal and social capability learning continuum.

The capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found in the Personal and social capability, it is also located within other general capabilities, such as Ethical understanding.

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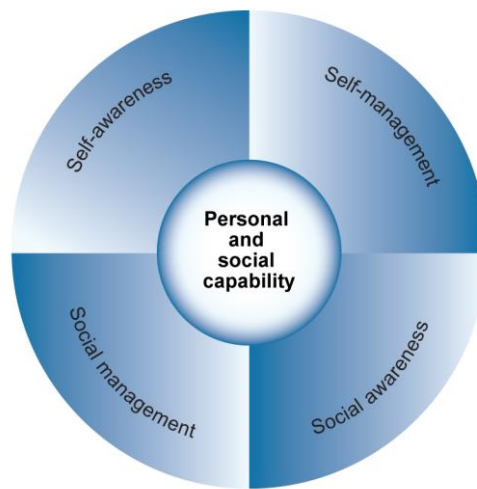
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Organising elements

The Personal and social capability learning continuum is organised into four interrelated elements of:

- Self-awareness
- Self-management
- Social awareness
- Social management

The diagram below sets out these elements.



Organising elements for Personal and social capability

Self-awareness

This element involves students in identifying and describing the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Self-awareness involves students reflecting on and evaluating their learning, identifying personal characteristics that contribute to or limit their effectiveness, learning from successes or failures, and being able to interpret their own emotional states, needs and perspectives. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Self-management

This element involves students in effectively regulating, managing and monitoring their own emotional responses, and persisting in completing tasks and overcoming obstacles. Students are engaged in developing organisational skills, and identifying the resources needed to achieve goals. This is achieved through developing the skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations. It also involves the metacognitive skill of learning when and how to use particular strategies. In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination, such as racism and sexism. In developing and acting with personal and social capability, students:

- appreciate diverse perspectives
- contribute to civil society
- understand relationships.

Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate and communicate effectively with others; work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students:

- communicate effectively
- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

Personal and Social Capability Learning Continuum

Self-awareness

Level 1 Typically by the end of Foundation Year, students:	Level 2 Typically by the end of Year 2, students:	Level 3 Typically by the end of Year 4, students:	Level 4 Typically by the end of Year 6, students:	Level 5 Typically by the end of Year 8, students:	Level 6 Typically by the end of Year 10, students:
Recognise emotions					
<p>identify a range of emotions and describe situations that may evoke these emotions</p> <p>Examples</p> <ul style="list-style-type: none"> describing responses such as being excited at a birthday party or feeling disappointed when not selected for an award <p>English ACELA1429</p>	<p>compare their emotional responses with those of their peers</p> <p>Examples</p> <ul style="list-style-type: none"> considering how others respond to difficult situations in historical contexts or when listening to fictional stories <p>English ACELA1462</p>	<p>describe the influence that people, situations and events have on their emotions</p> <p>Examples</p> <ul style="list-style-type: none"> discussing their emotional responses to events, such as celebrations, sporting events or news stories <p>English ACELA1488</p>	<p>explain how the appropriateness of emotional responses influences behaviour</p> <p>Examples</p> <ul style="list-style-type: none"> explaining the likely consequences of inappropriate emotional responses in a range of social situations <p>English ACELT1617 History ACHHK115</p>	<p>examine influences on and consequences of their emotional responses in learning, social and work-related contexts</p> <p>Examples</p> <ul style="list-style-type: none"> investigating emotional responses to unfair play or unfair treatment at work <p>English ACELT1626 Science ACSYS140</p>	<p>reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts ,</p> <p>Examples</p> <ul style="list-style-type: none"> gathering feedback from peers and adults about the appropriateness of their emotional responses in a range of situations <p>English ACELT1643 Science ACSYS208 History ACDSEH121</p>
Recognise personal qualities and achievements					
<p>identify their likes and dislikes, needs and wants, and explore what influences these</p>	<p>identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</p>	<p>describe personal strengths and challenges and identify skills they wish to develop</p>	<p>describe the influence that personal qualities and strengths have on their learning outcomes</p>	<p>make a realistic assessment of their abilities and achievements, and prioritise areas for improvement</p>	<p>assess their strengths and challenges and devise personally appropriate strategies to achieve future success</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Examples</p> <ul style="list-style-type: none"> describing activities they enjoy at school, noting their strengths <p>English ACELA1429 Science ACSSU002 History ACHHK001</p>	<p>Examples</p> <ul style="list-style-type: none"> identifying a personal quality or skill, such as being good at soccer or spelling, and describing how this might be useful to others <p>English ACELT1589 Science ACSSU030 History ACHHK045</p>	<p>Examples</p> <ul style="list-style-type: none"> listing a range of strengths supported by examples from home, school and community experiences <p>English ACELY1692 Science AC SIS069</p>	<p>Examples</p> <ul style="list-style-type: none"> keeping a journal or blog of how their personal qualities have helped achieve a positive learning outcome <p>English ACELA1515 Science ACSHE220 History ACHHS120</p>	<p>Examples</p> <ul style="list-style-type: none"> considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits <p>English ACELA1541</p>	<p>Examples</p> <ul style="list-style-type: none"> designing a personal capability inventory that includes evidence to support their self-assessments <p>English ACELT1814 History ACDSEH147</p>
Understand themselves as learners					
<p>identify their abilities, talents and interests as learners</p> <p>Examples</p> <p>sharing a personal experience, interest or discovery with peers, and describing what they have learnt</p> <p>English ACELT1575 Science ACSSU002</p>	<p>discuss their strengths and weaknesses as learners and identify some learning strategies to assist them</p> <p>Examples</p> <ul style="list-style-type: none"> describing how practising a skill improves performance <p>English ACELY1667 Science ACSSU030</p>	<p>identify and describe factors and strategies that assist their learning</p> <p>Examples</p> <ul style="list-style-type: none"> keeping a journal of their learning, describing both positive and negative experiences <p>English ACELY1689</p>	<p>identify preferred learning styles and work habits</p> <p>Examples</p> <ul style="list-style-type: none"> identifying their preference as a visual, auditory or kinesthetic learner <p>English ACELY1714</p>	<p>identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning</p> <p>Examples</p> <ul style="list-style-type: none"> choosing strategies that capitalise on and expand their strengths and preferred learning styles <p>English ACELY1736</p>	<p>evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required</p> <p>Examples</p> <ul style="list-style-type: none"> developing personal learning plans that identify effective study techniques

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Develop reflective practice					
<p>reflect on their feelings as learners and how their efforts affect skills and achievements</p> <p>Examples</p> <ul style="list-style-type: none"> responding to open-ended statements such as 'I'm proud of this because ...' or using visual aids to illustrate their responses <p>English ACELT1577 History ACHHS017</p>	<p>reflect on what they have learnt about themselves from a range of experiences at home and school</p> <p>Examples</p> <ul style="list-style-type: none"> responding to prompts which help them acknowledge their successes and identify what they could do to make improvements <p>English ACELT1590</p>	<p>reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback</p> <p>Examples</p> <ul style="list-style-type: none"> with support, identifying strategies that help them complete tasks when they are uncertain and reflecting on their contributions to group activities <p>English ACELY1689 Science ACSYS065</p>	<p>monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential</p> <p>Examples</p> <ul style="list-style-type: none"> building on their strengths in various roles in small and large groups, setting personal challenges to develop new skills and strategies <p>English ACELT1710 Science ACSYS108</p>	<p>predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers</p> <p>Examples</p> <ul style="list-style-type: none"> identifying strategies they have used successfully to complete learning area tasks they have found difficult <p>English ACELY1736</p>	<p>reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability</p> <p>Examples</p> <ul style="list-style-type: none"> monitoring learning plans and identifying future learning needs <p>English ACELT1815 Science ACSYS208</p>

Self-management

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Express emotions appropriately					
express their emotions constructively in interactions with others Examples	describe ways to express emotions to show awareness of the feelings and needs of others Examples	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations Examples	explain the influence of emotions on behaviour, learning and relationships Examples	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour Examples	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices Examples
<ul style="list-style-type: none"> communicating when they feel left out, lonely, excited, disappointed or unsafe during class and physical activities English ACELA14428	<ul style="list-style-type: none"> using different tone and voice level in and outside the classroom, and when interacting with adults and peers English ACELA14461	<ul style="list-style-type: none"> learning when, how and with whom it is appropriate to share anger, frustration and excitement English ACELT1603 Science ACSIIS071	<ul style="list-style-type: none"> noticing how emotions such as anger and excitement affect learning and impact on achievements and successes English ACELA1517 Science ACSIIS232 History ACHHS120	<ul style="list-style-type: none"> predicting situations that serve as emotional triggers and implementing regulating responses English ACELY1808 Science ACSHIE135	<ul style="list-style-type: none"> choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers English ACELY1813 Science ACSHIE194 History ACDSEH109
Develop self-discipline and set goals					
follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time Examples	explain the value of self-discipline and goal-setting in helping them to learn Examples	analyse factors that influence ability to self-regulate: devise and apply strategies to monitor own behaviour and set realistic learning goals Examples	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals Examples	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts Examples
<ul style="list-style-type: none"> using class routines such as turn-taking, sitting when listening to stories, following instructions, managing 	<ul style="list-style-type: none"> organising their time using calendars and clocks 	<ul style="list-style-type: none"> identifying how distractions and priorities influence learning 	<ul style="list-style-type: none"> identifying desired goals and making plans to achieve these results 	<ul style="list-style-type: none"> using spread sheets and other organisers to plan and arrange 	<ul style="list-style-type: none"> drawing on goal setting strategies used at school to plan for work life

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students: transitions between activities English ACELY1646 Mathematics ACMMG008 Science ACSYS233	Typically by the end of Year 2, students: English ACELA1461 Mathematics ACMMG041 Science ACSYS039	Typically by the end of Year 4, students: English ACELY1688 Mathematics ACMMG086 Science ACSYS065	Typically by the end of Year 6, students: English ACELY1710 Mathematics ACMMG139 Science ACSHE100 History ACHHS120	Typically by the end of Year 8, students: activities at school and study outside school English ACELY1731 Science ACSHE148	Typically by the end of Year 10, students: English ACELY1751 Science ACSYS208
Work independently and show initiative					
attempt tasks independently and identify when and from whom help can be sought Examples <ul style="list-style-type: none"> identifying situations where help is needed and the people who can help them, and when it is appropriate to 'give tasks a go' 	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate Examples <ul style="list-style-type: none"> describing their daily school routine, identifying areas where it is appropriate and helpful for them to show initiative 	consider, select and adopt a range of strategies for working independently and taking initiative Examples <ul style="list-style-type: none"> recognising when strategies previously used are not as effective as new strategies 	assess the value of working independently, and taking initiative to do so where appropriate Examples <ul style="list-style-type: none"> identifying situations where it is preferable to work independently or with others 	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals Examples <ul style="list-style-type: none"> developing strategies for overcoming obstacles encountered in working independently 	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes Examples <ul style="list-style-type: none"> identifying learning goals and monitoring effectiveness of their strategies and interventions to achieve them
Become confident, resilient and adaptable					
identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where	devise strategies and formulate plans to assist in the completion of challenging tasks and the	assess, adapt and modify personal and safety strategies and plans, and	evaluate, rethink and refine approaches to tasks to take account of unexpected or

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> choosing strategies to manage unsafe situations such as No Go Tell English ACELY1651	Examples <ul style="list-style-type: none"> continuing to practise a physical activity despite individual limitations English ACELY1667 Science ACSIIS039	Examples <ul style="list-style-type: none"> persisting to inform a trusted adult about an unsafe encounter, event or situation English ACELT1603 Science ACSIIS065	Examples <ul style="list-style-type: none"> developing coping strategies for managing set backs English ACELY1710 Science ACSHET100 History ACHHS120	Examples <ul style="list-style-type: none"> recording successful strategies, and drawing on these in unfamiliar and complex situations English ACELY1808 Mathematics ACMNA187 Science ACSIIS148	Examples <ul style="list-style-type: none"> reconceptualising a challenging learning task English ACELY1757 Science ACSHET230

Social awareness

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Appreciate diverse perspectives					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> identifying the range of likes and dislikes within their class <p>English ACELT1575 Science ACSSU004 History ACHHS020</p>	Examples <ul style="list-style-type: none"> comparing changes in attitudes about behaviours in different places or over time <p>English ACELA1460 Science ACSHHE035 History ACHHK046</p>	Examples <ul style="list-style-type: none"> exchanging views with a classmate on a topical issue and reporting their perspective to the class <p>English ACELT1602 History ACHHS085</p>	Examples <ul style="list-style-type: none"> describing ways that language or gestures are used in a range of social settings <p>English ACELY1709 Mathematics ACMSP148 Science ACSHHE099 History ACHHS123</p>	Examples <ul style="list-style-type: none"> identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management <p>English ACELT1626 Science ACSHHE136 History ACDSEH009</p>	Examples <ul style="list-style-type: none"> recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event <p>English ACELY1813 Science ACSHHE230 History ACDSEH108</p>
Contribute to civil society					
describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Examples <ul style="list-style-type: none"> describing their role in completing class activities and family chores 	Examples <ul style="list-style-type: none"> describing contributions made by significant individuals to their communities <p>Science ACSHHE035 History ACHHK046</p>	Examples <ul style="list-style-type: none"> identifying ways they can advocate for specific groups in their communities <p>Science ACSHHE062</p>	Examples <ul style="list-style-type: none"> considering current methods of waste management in their local environment and ways they might contribute to improving these <p>Mathematics ACMMG139 Science ACSHHE099</p>	Examples <ul style="list-style-type: none"> investigating strategies to maintain part of the local environment and ways to contribute to its improvement <p>Science ACSHHE135</p>	Examples <ul style="list-style-type: none"> identifying and trialling strategies to address a global social issue such as child labour <p>Science ACSHHE195</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
Examples	Examples	Examples	Examples	Examples	Examples
<ul style="list-style-type: none"> discussing different ways of working together 	<ul style="list-style-type: none"> discussing how words and actions can help or hurt others, and the effects of modifying their behaviour 	<ul style="list-style-type: none"> identifying the importance of including others in activities, groups and games 	<ul style="list-style-type: none"> identifying behaviours that display the positive use of power in relationships 	<ul style="list-style-type: none"> recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores 	<ul style="list-style-type: none"> identifying the various communities to which they belong and how language reinforces membership of these communities
English ACELA1428	English ACELT1589 Science ACSIIS042	English ACELA1488	English ACELA1516 History ACHHK115	English ACELA1541 History ACDSEH010	English ACELA1564 History ACDSEH123

Social management

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Communicate effectively					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> practising encouraging others, listening to others' ideas; greeting others by name, excusing themselves when interrupting 	Examples <ul style="list-style-type: none"> using spoken language and body language to share observations and ideas 	Examples <ul style="list-style-type: none"> actively listening and responding to opinions that differ from their own 	Examples <ul style="list-style-type: none"> making and responding to introductions; building on the ideas of others in discussions, offering and accepting constructive criticism 	Examples <ul style="list-style-type: none"> analysing popular modes of communication used by young people, noting factors that promote or obstruct communication 	Examples <ul style="list-style-type: none"> using agreed protocols to join group discussions and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media
English ACELA14429 Mathematics ACMSP011 Science ACSYS014 History ACHHK003	English ACELY1668 Science ACSYS037 History ACHHK045	English ACELA1489 Science ACSYS071	English ACELY1816 Science ACSYS232 History ACHHS120	English ACELT1627 Science ACSYS139	English ACELA1572 Science ACSYS208 History ACHHS189
Work collaboratively					
share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams; drawing on the skills and contributions of team members to complete complex tasks
Examples <ul style="list-style-type: none"> taking turns, sharing resources and following class routines 	Examples <ul style="list-style-type: none"> participating in guided group investigations 	Examples <ul style="list-style-type: none"> including others in the group and respecting their opinions, working for a common goal 	Examples <ul style="list-style-type: none"> encouraging others, negotiating roles and relationships and managing time and tasks 	Examples <ul style="list-style-type: none"> assessing how well they support other members of the team in group investigations and projects 	Examples <ul style="list-style-type: none"> considering the ideas of others in reaching an independent or shared decision
English ACELY1646 Science ACSHE013	English ACELY1789 Science ACSYS041	English ACELY1888 Science ACSYS065	English ACELY1816	English ACELY1808 Science ACSYS140	English ACELY1813 Science ACSYS208

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Make decisions					
<p>identify options when making decisions to meet their needs and the needs of others</p> <p>Examples</p> <ul style="list-style-type: none"> making choices about resources for play and learning tasks 	<p>practise individual and group decision making in situations such as class meetings and when working in pairs and small groups</p> <p>Examples</p> <ul style="list-style-type: none"> naming roles and responsibilities in class meetings and identifying fair methods for choosing people for these roles 	<p>contribute to and predict the consequences of group decisions in a range of situations</p> <p>Examples</p> <ul style="list-style-type: none"> deciding how to share resources for a learning task and forecasting the outcomes of options 	<p>identify factors that influence decision making and consider the usefulness of these in making their own decisions</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the people, events and situations that influence how decisions are made 	<p>assess individual and group decision-making processes in challenging situations</p> <p>Examples</p> <ul style="list-style-type: none"> using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues 	<p>develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making</p> <p>Examples</p> <ul style="list-style-type: none"> explaining how a change in a social policy could affect individuals and groups
Negotiate and resolve conflict					
<p>listen to others' ideas, and recognise that others may see things differently from them</p> <p>Examples</p> <ul style="list-style-type: none"> identifying characters in stories who feel differently about the same situation, and 	<p>practise solving simple interpersonal problems, recognising there are many ways to solve conflict</p> <p>Examples</p> <ul style="list-style-type: none"> using strategies such as showing courtesy to others when voicing disagreement or an 	<p>identify a range of conflict resolution strategies to negotiate positive outcomes to problems</p> <p>Examples</p> <ul style="list-style-type: none"> identifying issues that cause conflict and exploring how conflict 	<p>identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations</p> <p>Examples</p> <ul style="list-style-type: none"> demonstrating steps of a conflict resolution process such as listen, express feelings, 	<p>assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations</p> <p>Examples</p> <ul style="list-style-type: none"> evaluating the effectiveness of imposed resolutions compared to mutually 	<p>generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts</p> <p>Examples</p> <ul style="list-style-type: none"> using mediation skills to support people holding different views on a given topic and to

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students: how they might respond in the same situation English ACELY1784 Mathematics ACMNA289	Typically by the end of Year 2, students: alternative point of view English ACELT1589 Science ACSYS214	Typically by the end of Year 4, students: has been resolved in a range of contexts English ACELT1607 Science ACSYS065	Typically by the end of Year 6, students: discuss solutions, make amends English ACELA1516 Mathematics ACMNA132 Science ACSH220 History ACHHK115	Typically by the end of Year 8, students: agreed resolutions to conflict English ACELT1627 Science ACSH2136	Typically by the end of Year 10, students: assist in respecting one another's views English ACELA1564 Science ACSYS206
Develop leadership skills					
identify ways to take responsibility for familiar tasks at home and school Examples <ul style="list-style-type: none"> identifying ways to help at school, such as closing windows, tidying workspace, distributing resources 	discuss ways in which they can take responsibility for their own actions Examples <ul style="list-style-type: none"> discussing ways in which they participate in games in the playground 	discuss the concept of leadership and identify situations where it is appropriate to adopt this role Examples <ul style="list-style-type: none"> choosing a range of roles in group activities 	initiate or help to organise group activities that address a common need Examples <ul style="list-style-type: none"> volunteering to lead a peer coaching activity 	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals Examples <ul style="list-style-type: none"> initiating and planning school and community projects such as charity work, environmental projects and coaching 	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely Examples <ul style="list-style-type: none"> developing a communication strategy for an identified project

Ethical understanding

Introduction

In the Australian Curriculum, students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

The *Melbourne Declaration on Education Goals for Young Australians* (MCEETYA 2008) recognises that ethical understanding assists students to become 'confident and creative individuals and active and informed citizens'. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity (MCEETYA, pp. 8–9).

As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities, animal rights, environmental issues and global justice.

Building ethical understanding throughout all stages of schooling will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

Scope of Ethical understanding

Students learn to behave ethically as they explore ethical issues and interactions with others, discuss ideas, and learn to be accountable as members of a democratic community.

In this context, students need regular opportunities to identify and make sense of the ethical dimensions in their learning. As ethics is largely concerned with what we ought to do and how we ought to live, students need to understand how people can inquire collaboratively and come to ethical decisions. They need the skills to explore areas of contention, select and justify an ethical position, and engage with and understand the experiences and positions of others. These skills promote students' confidence as decision-makers and foster their ability to act with regard for others. Skills are enhanced when students have opportunities to put them into practice in their learning; for example, understanding the importance of applying appropriate ethical practices in areas such as Australian Indigenous studies (AIATSIS 2011).

Students also need to explore values, rights and responsibilities to assist them in justifying their ethical position and in engaging with the position of others.

The processes of reflecting on and interrogating core ethical issues and concepts underlie all areas of the curriculum. These include justice, right and wrong, freedom, truth, identity, empathy, goodness and abuse.

Processes of inquiring into ethical issues include giving reasons, being consistent, finding meanings and causes, and providing proof and evidence. Interrogating such concepts

through authentic cases such as global warming, sustainable living and socioeconomic disparity can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

As students engage with these elements in an integrated way, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgments through the investigation of a range of questions drawn from varied contexts in the curriculum.

For a description of the organising elements for Ethical understanding, go to [Organising elements](#).

Ethical understanding across the curriculum

Ethical issues arise across all areas of the curriculum, with each learning area containing a range of content that demands consideration from an ethical perspective. This includes analysing and evaluating the ethics of the actions and motivations of individuals and groups, understanding the ethical dimensions of research and information, debating ethical dilemmas and applying ethics in a range of situations.

Ethical understanding is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Ethical understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Ethical understanding has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Ethical understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Ethical understanding in English
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Ethical understanding in Mathematics
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Ethical understanding in Science
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)
- [Ethical understanding in History
\(www.australiancurriculum.edu.au/English/General-capabilities\)](http://www.australiancurriculum.edu.au/English/General-capabilities)

Background

This background summarises the evidence base from which the Ethical understanding capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on ethical behaviour across the curriculum.

Ethical understanding can be informed by reason, character, values and ethical principles. Each of these is addressed in the Ethical understanding learning continuum.

People call on principles, concepts, experiences, senses, emotions and reasoning to guide them when making judgments. Therefore, it is important that students are exposed to situations that develop both their awareness of meanings and their practical reasoning abilities associated with their thoughts and actions.

Ethical theories can be divided broadly into those that focus on action and those that focus on agency or character; both are concerned with the 'good life' and how concepts such as fairness and justice can inform our thinking about the world. These considerations can lead to students' developing a broad understanding of values and ethical principles as they mature.

Although they have their supporters and critics, interrogation of frameworks such as Kohlberg's stages of moral development (1964, in Crain 1985), Ruggiero's encouragement to apply ethical issues (1997), and the Values for Australian Schooling (in *National Framework for Values Education in Australian Schools* 2005), guides thinking about the dimensions of learning about ethical understanding and how it might be developed or encouraged throughout schooling.

The Australian educational philosophers Burgh, Field and Freakley (2006) describe ethics as pertaining to the character of persons and the wider society. Lipman, Sharp and Oscanyan (1980) state that ethical inquiry should be 'an open-ended, sustained consideration of the values, standards and practices by which we live ... taking place in an atmosphere of mutual trust, confidence and impartiality' (p.189).

One area of study in ethics is human nature itself and how that may equip us to answer the question: 'How ought I to live?' The philosophers Plato, Aristotle and Aquinas, along with Kant during the Enlightenment, and more recently modern philosophers such as Peter Singer (1997), identified the importance of reason as a human attribute – although their justification varied. Developing a capacity to be reasonable is one of the three elements of the Ethical understanding learning continuum. Other dimensions in the exploration of human nature are perceptions of activities and character: 'What kind of person should I be?' For some philosophers, this replaces the question of 'How ought I to live?'

Although the basis of justification of what is right or good for the individual and for others is contentious, it is misleading to confuse disagreements in ethics with there being no right or wrong answer. There may be different positions, each with their strengths and weaknesses, and often there is the need to make a judgment in the face of competing claims. At the same time there is need for an open-minded, ongoing endeavour to create an ethical life.

The Ethical understanding capability has also been richly informed by understandings gained through the *National Framework for Values Education in Australian Schools* (DEEWR 2005), and the resultant Values education initiatives in all areas of Australian schooling. In addition, the *Melbourne Declaration on Goals for Young Australians* (MCEETYA, p. 5) states that 'a school's legacy to young people should include national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others'. While Values education is certainly found within Ethical understanding, it is also located within other general capabilities, such as Personal and social capability.

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Organising elements

The Ethical understanding learning continuum is organised into three interrelated organising elements:

- Understanding ethical concepts and issues
- Reasoning in decision making and actions
- Exploring values, rights and responsibilities

The diagram below sets out these elements.



Organising elements for Ethical understanding

Understanding ethical concepts and issues

This element involves students in recognising ethical concepts and exploring ethical issues in context. Students identify, examine and give examples of ethical concepts. They discuss, analyse and explore dimensions of ethical concepts in context. In summary this element consists of:

- recognise ethical concepts
- explore ethical concepts in context.

Reasoning in decision making and actions

This element involves students in reasoning and making ethical decisions, considering the consequences and reflecting on ethical action. They analyse the reasoning behind stances when making ethical decisions and evaluate the intended and unintended consequences of actions in an increasing range of scenarios. Students articulate understandings of a range of ethical responses in social contexts. In summary this element consists of:

- reason and make ethical decisions
- consider consequences
- reflect on ethical action.

Exploring values, rights and responsibilities

This element involves students in examining values, exploring rights and responsibilities and considering points of view. They use instances of expressed values to explain social interactions and to determine rights and responsibilities in social and legal domains. Students recognise and interpret points of view in ethical contexts. In summary, this element consists of:

- examine values
- explore rights and responsibilities
- consider points of view.

Ethical Understanding Learning Continuum

Understanding ethical concepts and issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Recognise ethical concepts					
identify ethical concepts arising in familiar contexts, such as good and bad behaviours	describe ethical concepts, such as right and wrong, honesty, fairness and tolerance	identify ethical concepts, such as equality, respect and connectedness, and describe some of their attributes	examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome	analyse behaviours that exemplify the dimensions and challenges of ethical concepts	critique generalised statements about ethical concepts
Examples <ul style="list-style-type: none"> identifying the behaviours of characters in familiar stories 	Examples <ul style="list-style-type: none"> describing instances of fair and unfair treatment Science ACSHIE035 	Examples <ul style="list-style-type: none"> exploring what it means to treat people equally History ACHHK07Z 	Examples <ul style="list-style-type: none"> exploring the difference between an honest mistake and intentional deception 	Examples <ul style="list-style-type: none"> examining the challenges involved in demonstrating loyalty or honour, or avoiding harm to others History ACDSEH012 	Examples <ul style="list-style-type: none"> balancing freedom of speech with the defamation of others
Explore ethical concepts in context					
describe familiar situations that involve ethical concepts	discuss ethical concepts within a range of familiar contexts	discuss actions taken in a range of contexts that include an ethical dimension	explain what constitutes an ethically better or worse outcome and how it might be accomplished	analyse the ethical dimensions of beliefs and the need for action in a range of settings	distinguish between the ethical and non-ethical dimensions of complex issues
Examples <ul style="list-style-type: none"> discussing familiar situations that illustrate the concepts of kindness or caring 	Examples <ul style="list-style-type: none"> discussing story scenarios involving 	Examples <ul style="list-style-type: none"> exploring the responsibilities of 	Examples <ul style="list-style-type: none"> exploring the consequences for individuals of others' 	Examples <ul style="list-style-type: none"> identifying sustainable practices, or ways of 	Examples <ul style="list-style-type: none"> considering whether animal experimentation is

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
	fair and tolerant behaviour English ACELT1587	witnessed to instances of bullying Science ACSHE051	actions, in a range of scenarios Science ACSHE121	confronting cyber bullying Mathematics ACMSP206 Science ACSHE135 History ACDSEH068	an ethical matter, and, if so, how Mathematics ACMSP247 Science ACSHE194 History ACDSEH085

Reasoning in decision making and actions

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify examples from stories and experiences that show ways people make decisions about their actions	discuss how people make decisions about their actions and offer reasons why people's decisions differ	explain reasons for acting in certain ways, including the conflict between self-respect and self-interest in reaching decisions	explore the reasons behind there being a variety of ethical positions on a social issue	analyse inconsistencies in personal reasoning and societal ethical decision making	investigate reasons for clashes of beliefs in issues of personal, social and global importance
Reason and make ethical decisions					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examples <ul style="list-style-type: none"> exploring the choices that different characters make in stories 	Examples <ul style="list-style-type: none"> considering the differing interests of others in the classroom and family 	Examples <ul style="list-style-type: none"> explaining ways to reach fair and respectful decisions 	Examples <ul style="list-style-type: none"> examining conflicting media reports about the same event History ACHHK114 	Examples <ul style="list-style-type: none"> examining decisions that lead to unequal outcomes 	Examples <ul style="list-style-type: none"> examining the treatment of people in the context of disparity or distribution of resources History ACDSEH021

Consider consequences

identify links between emotions and behaviours	describe the effects that personal feelings and dispositions have on how people behave	examine the links between emotions, dispositions and intended and unintended consequences of their actions on others	evaluate the consequences of actions in familiar and hypothetical scenarios	investigate scenarios that highlight ways that personal dispositions and actions can affect consequences	analyse the objectivity or subjectivity behind decision making where there are many possible consequences
Examples <ul style="list-style-type: none"> discussing the effects of selfish or uncaring behaviour on people's feelings 	Examples <ul style="list-style-type: none"> discussing the consequences of keeping or not keeping promises, or being truthful or untruthful 	Examples <ul style="list-style-type: none"> examining what it means to cause people to feel let down History ACHHK080 	Examples <ul style="list-style-type: none"> assessing possible consequences of including or excluding a person or group 	Examples <ul style="list-style-type: none"> examining the effects of tolerance on relationships or of misrepresentations in social media or reporting History ACDSEH054 	Examples <ul style="list-style-type: none"> exploring the complexities associated with sharing or violating resources History ACDSEH021
Reflect on ethical action					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Typically by the end of Foundation Year, students:</p> <p>identify and describe the influence of factors such as wants and needs on people's actions</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the difference between wants and needs at school 	<p>Typically by the end of Year 2, students:</p> <p>give examples of how understanding situations can influence the way people act</p> <p>Examples</p> <ul style="list-style-type: none"> assessing that a person is distressed and offering assistance 	<p>Typically by the end of Year 4, students:</p> <p>consider whether having a conscience leads to ways of acting ethically in different scenarios</p> <p>Examples</p> <ul style="list-style-type: none"> considering responses to the questions 'What would I do?' and 'What should I do?' in a range of scenarios 	<p>Typically by the end of Year 6, students:</p> <p>articulate a range of ethical responses to situations in various social contexts</p> <p>Examples</p> <ul style="list-style-type: none"> weighing the relative merits of actions to prevent harm to animals History ACHHK095 	<p>Typically by the end of Year 8, students:</p> <p>analyse perceptions of occurrences and possible ethical response in challenging scenarios</p> <p>Examples</p> <ul style="list-style-type: none"> discussing whether or not witnesses should come forward in response to an event 	<p>Typically by the end of Year 10, students:</p> <p>evaluate diverse perceptions and ethical bases of action in complex contexts</p> <p>Examples</p> <ul style="list-style-type: none"> considering times when limiting liberty or free speech may be the best option English ACELA1565 History ACDSEH109

Exploring values, rights and responsibilities

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Examine values					
identify values that are important to them	discuss some agreed values in familiar contexts	identify and describe shared values in familiar and unfamiliar contexts	examine values accepted and enacted within various communities	assess the relevance of beliefs and the role and application of values in social practices	analyse and explain the interplay of values in national and international forums and policy making
Examples <ul style="list-style-type: none"> discussing care for self and others 	Examples <ul style="list-style-type: none"> discussing the value of giving everyone a fair go 	Examples <ul style="list-style-type: none"> acknowledging the need for honesty, respect and equality when working with others 	Examples <ul style="list-style-type: none"> exploring instances where equality, fairness, dignity and non-discrimination are required 	Examples <ul style="list-style-type: none"> exploring different beliefs and values when seeking to solve social and workplace problems and dilemmas History ACDSEH039 	Examples <ul style="list-style-type: none"> explaining the complexity of factors leading to policies such as mandatory detention Science ACSH230
Explore rights and responsibilities					
share examples of rights and responsibilities in given situations	identify their rights and associated responsibilities and those of their classmates	investigate children's rights and responsibilities at school and in the local community	monitor consistency between rights and responsibilities when interacting face-to-face or through social media	analyse rights and responsibilities in relation to the duties of a responsible citizen	evaluate the merits of conflicting rights and responsibilities in global contexts
Examples <ul style="list-style-type: none"> discussing reasons for and behaviours associated with school rules 	Examples <ul style="list-style-type: none"> exploring rights and responsibilities, such as friendship and care for others at home and school 	Examples <ul style="list-style-type: none"> examining the relevance of rights, such as freedom and protection, in everyday situations 	Examples <ul style="list-style-type: none"> establishing differences between freedom of speech and destructive criticism in debates or through social media 	Examples <ul style="list-style-type: none"> analysing actions when seeking to solve disagreements in a range of social and work-based situations 	Examples <ul style="list-style-type: none"> investigating the role of law in maintaining peace in public and private domains History ACDSEH023

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Consider points of view					
express their own point of view and listen to the views of others Examples	recognise that there may be many points of view when probing ethical dilemmas and identify alternative views Examples	describe different points of view associated with an ethical dilemma and give possible reasons for these differences Examples	explain a range of possible interpretations and points of view when thinking about ethical dilemmas Examples	draw conclusions from a range of points of view associated with challenging ethical dilemmas Examples	use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas Examples
<ul style="list-style-type: none"> offering opinions in discussions that involve ethical considerations 	<ul style="list-style-type: none"> identifying a range of views on caring for the environment English ACELT1589 	<ul style="list-style-type: none"> deciding on what basis an idea or action is trustworthy English ACELT1603 	<ul style="list-style-type: none"> finding and unpacking biased research findings English ACELT1609 	<ul style="list-style-type: none"> recognising the consequences of the non-disclosure of relevant facts for the outcomes of societal conflicts English ACELT1807 History ACDSEH043 	<ul style="list-style-type: none"> examining attitudes towards environments, diversity and socioeconomic disparity between groups of people English ACELT1812 History ACDSEH125

Intercultural understanding

Introduction

In the Australian Curriculum, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world.

The *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) recognises the fundamental role that education plays in building a society that is 'cohesive and culturally diverse, and that values Australia's Indigenous cultures' (MCEETYA, p. 4). Intercultural understanding addresses this role, developing students who are active and informed citizens with an appreciation of Australia's social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

Scope of Intercultural understanding

Intercultural understanding combines personal, interpersonal and social knowledge and skills. It involves students in learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Intercultural understanding encourages students to make connections between their own worlds and the worlds of others, to build on shared interests and commonalities, and to negotiate or mediate difference. It develops students' abilities to communicate and empathise with others and to analyse intercultural experiences critically. It offers opportunities for them to consider their own beliefs and attitudes in a new light, and so gain insight into themselves and others.

Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness and critical awareness, and supports new and positive intercultural behaviours. Though all are significant in learning to live together, three dispositions – expressing empathy, demonstrating respect and taking responsibility – have been identified as critical to the development of Intercultural understanding in the Australian Curriculum.

For a description of the organising elements for Intercultural understanding, go to [Organising elements](#).

Intercultural understanding across the curriculum

Although Intercultural understanding focuses primarily on the development of skills, behaviours and dispositions, it also draws on students' growing knowledge, understanding and critical awareness of their own and others' cultural perspectives and practices derived from learning area content.

Intercultural understanding is more apparent in some learning areas than others, being most evident in those aspects of learning concerned with people and their societies, relationships and interactions, and in conjunction with the cross-curriculum priorities for Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Intercultural understanding is addressed through the learning areas and is identified wherever it is developed or applied in content descriptions. It is also identified where it offers opportunities to add depth and richness to student learning in content elaborations. An icon indicates where Intercultural understanding has been identified in learning area content descriptions and elaborations. A filter function on the Australian Curriculum website assists users to find where Intercultural understanding has been identified in F–10 curriculum content. Teachers may find further opportunities to incorporate explicit teaching of Intercultural understanding depending on their choice of activities. Students can also be encouraged to develop capability through personally relevant initiatives of their own design.

- [Intercultural understanding in English](http://www.australiancurriculum.edu.au/English/General-capabilities)
(www.australiancurriculum.edu.au/English/General-capabilities)
- [Intercultural understanding in Mathematics](http://www.australiancurriculum.edu.au/Mathematics/General-capabilities)
(www.australiancurriculum.edu.au/Mathematics/General-capabilities)
- [Intercultural understanding in Science](http://www.australiancurriculum.edu.au/Science/General-capabilities)
(www.australiancurriculum.edu.au/Science/General-capabilities)
- [Intercultural understanding in History](http://www.australiancurriculum.edu.au/History/General-capabilities)
(www.australiancurriculum.edu.au/History/General-capabilities)

Background

This background summarises the evidence base from which the Intercultural understanding capability's introduction, organising elements and learning continuum have been developed. It draws on recent international and national research, as well as initiatives and programs that focus on intercultural understanding across the curriculum.

Intercultural understanding is a relatively recent addition to Australian school curriculums. It has its origins in several fields including cultural studies (Hall 1997), language education (Kramsch 1998; Liddicoat, Lo Bianco and Crozet 1999), multicultural education (Banks and Banks 2004; Noble and Poynting 2000) and more broadly in sociology, linguistics and anthropology. Given its diverse origins, it is not surprising that the nature and place of intercultural learning are by no means settled and the definition of the term 'culture' is itself not agreed upon.

The Intercultural understanding capability adopts the *Shape of the Australian Curriculum: Languages* (ACARA 2011) definition of culture as involving:

‘... a complex system of concepts, values, norms, beliefs and practices that are shared, created and contested by people who make up a cultural group and are passed on from generation to generation. Cultural systems include variable ways of seeing, interpreting and understanding the world. They are constructed and transmitted by members of the group through the processes of socialisation and representation’. (p.16)

Drawing on this definition, Intercultural understanding focuses on sharing, creating and contesting different cultural perceptions and practices, and supports the development of a critical awareness of the processes of socialisation and representation that shape and maintain cultural differences.

Furthermore, in acknowledging the founding status of Aboriginal and Torres Strait Islander Peoples in Australia, it is alert to the place of negotiation and boundaries in engagements at the cultural interface (Nakata 2007) and mindful of practices that both celebrate and protect Aboriginal and Torres Strait Islander cultural heritage (Janke 2008). In recognising the importance for Australia of maintaining positive relations and communications in its region, it promotes recognition, communication and engagement with the different countries and cultures within Asia. It also supports the development of a strong vision for a sustained and peaceful global future.

Intercultural understanding assumes an integral connection between language and culture, acknowledging language as the primary means through which people establish and exchange shared meaning and ways of seeing the world (Scarino, Dellitt and Vale 2007). It works on the assumption that, in learning to live together in a world of social, cultural, linguistic and religious diversity, students need to look beyond their immediate worlds and concerns (Arigatou Foundation 2008) and engage with the experience and ideas of others (Appiah 2006) in order to understand the politics of culture on the world stage (Sleeter and Grant 2003).

Intercultural understanding identifies knowledge, skills, behaviours and dispositions that assist students in developing and acting with intercultural understanding at school and in their lives beyond school. At a personal level, Intercultural understanding encourages students to engage with their own and others’ cultures, building both their sense of belonging and their capacity to move between their own worlds and the worlds of others (Kalantzis and Cope 2005), recognising the attitudes and structures that shape their personal identities and narratives.

At an interpersonal level, it considers commonalities and differences between people, focusing on processes of interaction, dialogue and negotiation. It seeks to develop students’ abilities to empathise with others, to analyse their experiences critically and to reflect on their learning as a means of better understanding themselves and people they perceive to be different from themselves (Liddicoat, Papademetre, Scarino and Kohler 2003; Wiggins and McTighe 2005). It provides opportunities for students to question the attitudes and assumptions of cultural groups in light of the consequences and outcomes for others.

At a social level, Intercultural understanding builds students’ sense of the complex nature of their own histories, traditions and values, and of the history, traditions and values that underpin Australian society (MCEETYA 2008). Students learn to interpret and mediate cultural inequalities within their own and other societies. They learn to take responsibility for their interactions with others, to act on what they have learnt and to become intercultural citizens in the world (Byram 2008).

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Organising elements

The Intercultural understanding learning continuum is organised into three interrelated organising elements:

- Recognising culture and developing respect
- Interacting and empathising with others
- Reflecting on intercultural experiences and taking responsibility

The diagram below sets out these elements.



Organising elements for Intercultural understanding

Recognising culture and developing respect

This element involves students in identifying, observing, describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others. These range from easily observed characteristics such as group memberships, traditions, customs and ways of doing things, to less readily observed characteristics such as values, attitudes, obligations, roles, religious beliefs and ways of thinking.

Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them.

Strong intercultural relationships are built on mutual respect between people, communities and countries. Respect is based on the recognition that every person is important and must be treated with dignity. It includes recognising and appreciating differences between people and respecting another person's point of view and their human rights.

In developing and acting with intercultural understanding, students:

- investigate culture and cultural identity
- explore and compare cultural knowledge, beliefs and practices
- develop respect for cultural diversity.

Interacting and empathising with others

This element gives an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious. It involves students in developing the skills to relate to and move between cultures through engagement with different cultural groups. Through perspective taking, students think about familiar concepts in new ways, encouraging flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as if they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations.

In developing and acting with intercultural understanding, students:

- communicate across cultures
- consider and develop multiple perspectives
- empathise with others.

Reflecting on intercultural experiences and taking responsibility

The capacity to process or reflect on the meaning of experience is an essential element in intercultural learning. Students use reflection to better understand the actions of individuals and groups in specific situations and how these are shaped by culture. They are encouraged to reflect on their own responses to intercultural encounters and to identify cultural influences that may have contributed to these. They learn to 'stand between cultures' and mediate cultural difference.

To cultivate respect, students need to reflect on and to take responsibility for their own behaviours and their interactions with others within and across cultures. They understand that behaviour can have unintended effects on individuals and communities, and they identify situations requiring intercultural understanding. In developing responsibility, students learn to respect the human rights of others and the values of democracy, equity and justice (MCEETYA 2008).

In developing and acting with intercultural understanding, students:

- reflect on intercultural experiences
- challenge stereotypes and prejudices
- mediate cultural difference.

Intercultural Understanding Learning Continuum

Recognising culture and developing respect

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Investigate culture and cultural identity					
<p>share ideas about self and belonging with peers</p> <p>Examples</p> <ul style="list-style-type: none"> identifying the language(s) they speak, describing something special about themselves or their families 	<p>identify and describe the various groups to which they belong and the ways people act and communicate within them</p> <p>Examples</p> <ul style="list-style-type: none"> identifying who they are and where they are from 	<p>identify and describe variability within and across cultural groups</p> <p>Examples</p> <ul style="list-style-type: none"> identifying diversity within a cultural group, such as members who challenge expectations of the cultural make-up of that group 	<p>identify and describe the roles that culture and language play in shaping group and national identities</p> <p>Examples</p> <ul style="list-style-type: none"> exploring the idea that countries have national identities which can change over time 	<p>explain ways that cultural groups and identities change over time and in different contexts</p> <p>Examples</p> <ul style="list-style-type: none"> investigating the effects of time, re-location and changing ideas on cultural identity 	<p>analyse how membership of local, regional, national and international groups shapes identities including their own</p> <p>Examples</p> <ul style="list-style-type: none"> investigating the concept of multiple identities, and opportunities to operate across cultural boundaries
<p>English ACELA1426 Mathematics ACMNA289 History ACHHK002</p>	<p>English ACELA1443 History ACHHK028</p>	<p>English ACELT1594 Mathematics ACMNA080 History ACHHS07Z</p>	<p>English ACELA1515 History ACHHKS096</p>	<p>English ACELT1619 Mathematics ACMMG199 History ACDSEH043</p>	<p>English ACELT1633 History ACDSEH110</p>
Explore and compare cultural knowledge, beliefs and practices					
<p>identify, explore and compare culturally diverse activities and objects</p>	<p>describe and compare the way they live with people in other places or times</p>	<p>describe and compare a range of cultural stories, events and artefacts</p>	<p>describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom</p>	<p>analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts</p>	<p>critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time</p>

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>Examples</p> <ul style="list-style-type: none"> comparing what foods are eaten at home or on special occasions 	<p>Examples</p> <ul style="list-style-type: none"> comparing how people in different places dress, where they live, their celebrations and daily activities 	<p>Examples</p> <ul style="list-style-type: none"> comparing media, texts, dance and music from diverse cultural groups including their own, exploring connection to place 	<p>Examples</p> <ul style="list-style-type: none"> comparing ways of celebrating births and marking deaths or 'coming of age' in different cultures and subcultures 	<p>Examples</p> <ul style="list-style-type: none"> examining gender roles, concepts of family or relationship to the land 	<p>Examples</p> <ul style="list-style-type: none"> exploring the complexities of traditional and contemporary cultures in a range of real and virtual settings
<p>English ACELT1575 Mathematics ACMNA002 Science ACSSU004 History ACHHK003</p>	<p>English ACELT1587 Mathematics ACMNA040 Science ACSHE035 History ACHHK046</p>	<p>English ACELT1602 Mathematics ACMMG091 Science ACSHE061 History ACHHK060</p>	<p>English ACELT1613 Mathematics ACMMG140 Science ACSHE099 History ACHHK094</p>	<p>English ACELT1626 Science ACSHE119 History ACDSEH033</p>	<p>English ACELT1639 Mathematics ACMSP228 Science ACSHE228 History ACDSEH149</p>

Develop respect for cultural diversity

discuss ideas about cultural diversity in local contexts	describe ways that diversity presents opportunities for new experiences and understandings	identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation	discuss opportunities that cultural diversity offers within Australia and the Asia-Pacific region	understand the importance of maintaining and celebrating cultural traditions for the development of personal, group and national identities	understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world
<p>Examples</p> <ul style="list-style-type: none"> identifying cultural dimensions in familiar stories and events 	<p>Examples</p> <ul style="list-style-type: none"> describing their participation in a range of cultural events at school or in their local community 	<p>Examples</p> <ul style="list-style-type: none"> explaining the significance of a range of religious and cultural holidays and celebrations 	<p>Examples</p> <ul style="list-style-type: none"> describing contributions that people from diverse cultural groups make to the community over time 	<p>Examples</p> <ul style="list-style-type: none"> investigating the complex relationship between language, culture, and identity and efforts to protect these 	<p>Examples</p> <ul style="list-style-type: none"> upholding the dignity and rights of others when participating in international online networks
<p>English ACELT1578 Mathematics ACMNA001 History ACHHK003</p>	<p>English ACELT1591 Mathematics ACMMG041 History ACHHK045</p>	<p>History ACHHK063</p>	<p>English ACELT1608 Mathematics ACMMG144 Science ACSHE099 History ACHHK116</p>	<p>English ACELA1540 History ACDSEH054</p>	<p>English ACELT1634 Science ACSHE228 History ACDSEH143</p>

Interacting and empathising with others

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
Communicate across cultures					
<p>recognise that people use different languages to communicate</p> <p>Examples</p> <ul style="list-style-type: none"> learning and practising greetings in several languages 	<p>describe how the use of words and body language in interactions may have different meanings for various cultural groups</p> <p>Examples</p> <ul style="list-style-type: none"> discussing the meanings of a range of facial expressions and whether these mean the same thing to all people 	<p>recognise there are similarities and differences in the ways people communicate, both within and across cultural groups</p> <p>Examples</p> <ul style="list-style-type: none"> identifying various ways that people communicate depending on their relationship 	<p>identify factors that contribute to understanding in intercultural communication and discuss some strategies to avoid misunderstanding</p> <p>Examples</p> <ul style="list-style-type: none"> testing a range of strategies to overcome culturally based misunderstandings in given scenarios 	<p>explore ways that culture shapes the use of language in a wide range of contexts</p> <p>Examples</p> <ul style="list-style-type: none"> understanding how culture influences what people do or do not say to express cultural values, such as politeness 	<p>analyse the complex relationship between language, thought and context to understand and enhance communication</p> <p>Examples</p> <ul style="list-style-type: none"> engaging with texts to gain insight into the way culture shapes perspective
<p>English ACELT1784 Mathematics ACMNA001 History ACHHK004</p>	<p>English ACELA1444 History ACHHK029</p>	<p>English ACELA1475 Mathematics ACMNA058 History ACHHK080</p>	<p>English ACELA1515</p>	<p>English ACELT1626</p>	<p>English ACELA1551 History ACDSEH088</p>
Consider and develop multiple perspectives					
<p>express their opinions and listen to the opinions of others in given situations</p> <p>Examples</p> <ul style="list-style-type: none"> sharing views on foods they like, or ways their families celebrate significant cultural events 	<p>express their own perspectives on familiar topics and texts, and identify the perspectives of others</p> <p>Examples</p> <ul style="list-style-type: none"> exploring a variety of perspectives on a specific event 	<p>identify and describe shared perspectives within and across various cultural groups</p> <p>Examples</p> <ul style="list-style-type: none"> exploring a range of perspectives on an issue through role plays 	<p>explain perspectives that differ to expand their understanding of an issue</p> <p>Examples</p> <ul style="list-style-type: none"> presenting the case for a perspective that differs from their own 	<p>assess diverse perspectives and the assumptions on which they are based</p> <p>Examples</p> <ul style="list-style-type: none"> exploring the factors that cause people to hold different perspectives 	<p>present a balanced view on issues where conflicting views cannot easily be resolved</p> <p>Examples</p> <ul style="list-style-type: none"> presenting multiple perspectives on complex social, environmental or economic issues

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
<p>English ACELT1578 History ACHHK004</p>	<p>English ACELT1589 History ACHHK029</p>	<p>English ACELT1602 Mathematics ACMMG140 Science ACSHHE061 History ACHHS069</p>	<p>English ACELT1610 Mathematics ACMSP169 Science ACSHHE099 History ACHHK115</p>	<p>English ACELT1619 Mathematics ACMSP206 Science ACSHHE136 History ACDSEH076</p>	<p>English ACELT1634 Mathematics ACMSP227 History ACDSEH141</p>
Empathise with others					
<p>imagine and describe their own feelings if they were put in someone else's place</p> <p>Examples</p> <ul style="list-style-type: none"> describing how they might feel in the place of people in stories or events 	<p>imagine and describe the feelings of others in familiar situations</p> <p>Examples</p> <ul style="list-style-type: none"> describing how a new student might feel on their first day in their school 	<p>imagine and describe the feelings of others in a range of contexts</p> <p>Examples</p> <ul style="list-style-type: none"> describing how children in a range of locations, such as urban or rural areas or in different countries, feel about their place 	<p>imagine and describe the situations of others in local, national and global contexts</p> <p>Examples,</p> <ul style="list-style-type: none"> presenting another person's story as seen through their eyes or as if 'walking in their shoes' 	<p>imagine and describe the feelings and motivations of people in challenging situations</p> <p>Examples</p> <ul style="list-style-type: none"> describing the possible feelings and motivations of people facing adversity, natural disasters or conflict 	<p>recognise the effect that empathising with others has on their own feelings, motivations and actions</p> <p>Examples</p> <ul style="list-style-type: none"> imagining and reflecting on the impact their words and actions have on others
English ACELT1783	English ACELT1582	English ACELT1596	English ACELT1610		English ACELA1564

Reflecting on intercultural experiences and taking responsibility

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Typically by the end of Foundation Year, students:	Typically by the end of Year 2, students:	Typically by the end of Year 4, students:	Typically by the end of Year 6, students:	Typically by the end of Year 8, students:	Typically by the end of Year 10, students:
identify and describe memorable intercultural experiences	identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts	identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences	explain what and how they have learnt from a wide range of intercultural interactions and experiences	reflect critically on the representation of various cultural groups in texts and the media and how they respond	reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others
Examples <ul style="list-style-type: none"> describing the visit of an Aboriginal, Torres Strait Islander or other community elder to their class 	Examples <ul style="list-style-type: none"> describing what they have learnt about children in other places such as 'sister schools' 	Examples <ul style="list-style-type: none"> identifying parallels between their own lives and the lives of others through a range of texts and media depicting diverse cultures 	Examples <ul style="list-style-type: none"> explaining ways that different cultural perspectives have influenced their work or their thinking 	Examples <ul style="list-style-type: none"> examining their responses to instances of cultural stereotyping 	Examples <ul style="list-style-type: none"> describing how exposure to a diversity of views, ideas or experiences has or has not changed their thinking on an issue
English ACELT1580	English ACELY1655 Science ACSHE035 History ACHHK028	English ACELT1596 History ACHHS080	English ACELT1610 History ACHHK116	English ACELT1806	English ACELT1635
identify examples of the acceptance and inclusion of others in given situations	discuss the effects of acceptance and inclusion in familiar situations	explain the dangers of making generalisations about individuals and groups	explain the impact of stereotypes and prejudices on individuals and groups within Australia	identify and challenge stereotypes and prejudices in the representation of group, national and regional identities	critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels
Challenge stereotypes and prejudices					
Reflect on intercultural experiences					

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Typically by the end of Foundation Year, students:</p> <p>Examples</p> <ul style="list-style-type: none"> describing what inclusion might look and sound like in the classroom or playground <p>English ACELT1575</p>	<p>Typically by the end of Year 2, students:</p> <p>Examples</p> <ul style="list-style-type: none"> role playing situations that explore varying outcomes of accepting and being accepted by others <p>English ACELA1462</p>	<p>Typically by the end of Year 4, students:</p> <p>Examples</p> <ul style="list-style-type: none"> discussing the truth of statements about groups of people that begin with the word 'all' <p>History ACHHS080</p>	<p>Typically by the end of Year 6, students:</p> <p>Examples</p> <ul style="list-style-type: none"> describing possible effects of prejudice on the daily life of a person from a minority group <p>History ACHHK114</p>	<p>Typically by the end of Year 8, students:</p> <p>Examples</p> <ul style="list-style-type: none"> analysing the media representation of Australia's relations with countries in the Asia-Pacific region over time <p>English ACELT1807</p>	<p>Typically by the end of Year 10, students:</p> <p>Examples</p> <ul style="list-style-type: none"> assessing the use of stereotypes in the portrayal of cultural minorities in national conflicts <p>English ACELY1749 History ACDSEH145</p>
Mediate cultural difference					
<p>identify similarities and differences between themselves and their peers</p> <p>Examples</p> <ul style="list-style-type: none"> identifying shared interests or hobbies with peers <p>English ACELT1575 History ACHHK002</p>	<p>recognise that cultural differences may affect understanding between people</p> <p>Examples</p> <ul style="list-style-type: none"> seeking to understand the words and actions of others which may at first seem odd or strange to them <p>English ACELT1590</p>	<p>identify ways of reaching understanding between culturally diverse groups</p> <p>Examples</p> <ul style="list-style-type: none"> identifying common ground and shared interests, or developing shared projects with others <p>English ACELA1488 History ACHHS080</p>	<p>discuss ways of reconciling differing cultural values and perspectives in addressing common concerns</p> <p>Examples</p> <ul style="list-style-type: none"> describing ways of reaching understanding through dialogue <p>English ACELA1501 History ACHHK114</p>	<p>Identify and address challenging issues in ways that respect cultural diversity and the right of all to be heard</p> <p>Examples</p> <ul style="list-style-type: none"> engaging with views they know to be different from their own to challenge their own thinking <p>English ACELY1731 Science ACSHE136</p>	<p>recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together</p> <p>Examples</p> <ul style="list-style-type: none"> balancing the representation and defence of their ideas and perspectives with those of others in a range of social forums <p>English ACELA1564 Mathematics ACMSP253 History ACDSEH146</p>

Cross-Curriculum priorities

Overview

The Australian Curriculum has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

Accordingly, the Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With these considerations and the *Melbourne Declaration on Educational Goals for Young Australians* in mind, the curriculum gives special attention to these three priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Cross-curriculum priorities are embedded in all learning areas. They will have a strong but varying presence depending on their relevance to the learning areas.

The content descriptions that support the knowledge, understanding and skills of the cross-curriculum priorities are tagged with icons. The tagging brings to the attention of teachers the need and opportunity to address the cross-curriculum priorities at this time. Elaborations will provide further advice on how this can be done, or teachers can click on the hyperlink which will provide further links to more detailed information on each priority.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander Peoples' unique sense of Identity has been developed as a structural tool for the embedding of Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of Identity is approached through the interconnected aspects of Country/Place, People and Culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the ongoing development of Australia.



Organising ideas

Code	Organising ideas
Country/Place	
OI.1	Australia has two distinct Indigenous groups, Aboriginal Peoples and Torres Strait Islander Peoples.
OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OI.3	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture	
OI.4	Aboriginal and Torres Strait Islander societies have many Language Groups.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.6	Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
People	
OI.7	The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OI.8	Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures.
OI.9	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides a regional context for learning in all areas of the curriculum. It reflects Australia's extensive engagement with Asia in social, cultural, political, and economic spheres.

Many Asian nations are growing rapidly and are regionally and globally influential. Immigrants from all these countries have historically contributed to Australia's development and will continue to do so in the future. An understanding of Asia underpins the capacity of Australian students to be active and informed citizens working together to build harmonious local, regional and global communities, and build Australia's social, intellectual and creative capital. It also builds understanding of the diversity of cultures and peoples living in Australia, fosters social inclusion and cohesion and is vital to the prosperity of Australia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

What encompasses Asia?

Asia can be defined in geographical terms, but it can also be described in terms of cultural, religious, historical and language boundaries or commonalities.

While it includes West and Central Asia, in Australian schools studies of Asia will pay particular attention to the sub-regions of:

- North-east Asia, including China, Mongolia, Japan, North Korea, South Korea and Taiwan
- South-east Asia, including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, East Timor, the Philippines and Cambodia
- South Asia, including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.

Organising ideas

Code	Organising idea
Asia and its diversity	
OI.1	The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
OI.2	Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
Achievements and contributions of the peoples of Asia	
OI.3	The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.

OI.4	The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.
Asia-Australia engagement	
OI.5	Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
OI.6	Australia is part of the Asia region and our histories from ancient times to the present are linked.
OI.7	Australians play a significant role in social, cultural, political and economic developments in the Asia region.
OI.8	Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

Organising ideas

Code	Organising idea
Systems	
OI.1	The biosphere is a dynamic system providing conditions that sustain life on Earth.
OI.2	All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
OI.3	Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
World Views	
OI.4	World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
OI.5	World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
Futures	

OI. 6	The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
OI.7	Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
OI.8	Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
OI.9	Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.