

## AUSTRALIAN CURRICULUM YEARLY OVERVIEW

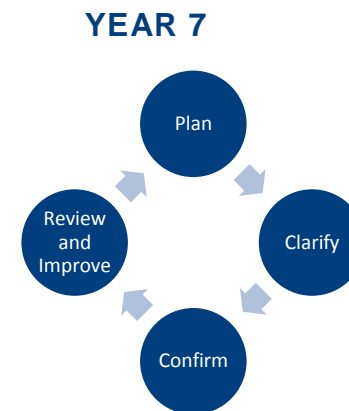
The Board of Studies has approved versions 7.5 and 8+ of the Australian Curriculum for use in schools during 2016. Schools are required to be ready to implement Version 8+ for the start of the 2017 school year. Please refer to the T-10 Curriculum Implementation Timeline for further information.

This yearly overview contains the achievement standards and content descriptions for the Australian Curriculum Version 8+ learning areas in Year 7.

The Overview is designed to support planning, teaching, learning and assessing processes in a school. Please visit the Australian Curriculum website to view the resources and elaborations for each learning area.

The Overview is available in Word and as a PDF document. Teachers are encouraged to customise the overview by ordering or deleting tables as appropriate to their teaching and learning programs.

For further information contact the Curriculum Team at [learninglinks.det@nt.gov.au](mailto:learninglinks.det@nt.gov.au).



## CONTENT

### English

- Learning area achievement standards and content descriptions

### Health and Physical Education

- Learning area achievement standards and content descriptions

### Humanities and Social Sciences: F-6/7 HASS

- Sub-strand specific achievement standards and content descriptions
- Learning area achievement standards and content descriptions for History, Geography, Civics and Citizenship. Economics and Business

### The Arts

- Subject specific achievement standards and content descriptions in Dance, Drama, Media Arts, Music and Visual Arts
- Learning area achievement standards and content descriptions

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- Learning area achievement standards and content descriptions

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- Learning area achievement standards and content descriptions

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- Learning area achievement standards and content descriptions

### Languages

- Chinese: second language learner pathway years F-10
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**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**E n g l i s h – recommended 3 hrs/week**

<b>Achievement Standard</b>	<b>Receptive modes (listening, reading and viewing)</b> By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.  Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.				<b>Productive modes (speaking, writing and creating)</b> Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect.  Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.			
	<b>Language</b>	<b>Language variation and change</b> Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	<b>Language for social interaction</b> Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	<b>Evaluative language</b> Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)	<b>Purpose audience and structures of different types of texts</b> Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)	<b>Text cohesion</b> Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts (ACELA1763)	<b>Punctuation</b> Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	<b>Sentence and clause level grammar</b> Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA1534)
		<b>Word-level grammar</b> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	<b>Visual language</b> Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	<b>Vocabulary</b> Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	<b>Alphabet and phonic knowledge</b> From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling	<b>Spelling</b> Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)		
<b>Literature</b>	<b>How texts reflect the content of culture and situation in which they were created</b> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	<b>Expressing preferences and evaluating texts</b> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)  Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	<b>Features of literary texts</b> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<b>Language devices in literary texts, including figurative language</b> Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)	<b>Creating literary texts</b> Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	<b>Experimentation and adaptation</b> Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	
	<b>Literacy</b>	<b>Texts and the contexts in which they are used</b> Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	<b>Listening and speaking interactions</b> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	<b>Listening and speaking interactions</b> Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	<b>Oral presentations</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	<b>Purpose and audience</b> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	<b>Reading processes</b> Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	<b>Comprehension strategies</b> Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
		<b>Analysing and evaluating texts</b> Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	<b>Creating texts</b> Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)	<b>Editing</b> Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	<b>Handwriting</b> Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	<b>Use of software</b> Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)		

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**M a t h e m a t i c s – recommended 3 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines.</p> <p>Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.</p>				
<b>Proficiency Strands</b>	<b>Understanding</b> Includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions	<b>Fluency</b> Includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms	<b>Problem solving</b> Includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments	<b>Reasoning</b> Includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>
<b>Number and Algebra</b>	<b>Number and place value</b> Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149) Investigate and use square roots of perfect square numbers (ACMNA150) Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151) Compare, order, add and subtract integers (ACMNA280)	<b>Real numbers</b> Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152) Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153) Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154) Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155) Round decimals to a specified number of decimal places (ACMNA156) Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157) Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158) Recognise and solve problems involving simple ratios (ACMNA173)	<b>Money and financial mathematics</b> Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	<b>Patterns and algebra</b> Introduce the concept of variables as a way of representing numbers using letters (ACMNA175) Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)	<b>Linear and non-linear relationships</b> Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point (ACMNA178) Solve simple linear equations (ACMNA179) Investigate, interpret and analyse graphs from authentic data (ACMNA180)
<b>Measurement and Geometry</b>	<b>Using units of measurement</b> Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159) Calculate volumes of rectangular prisms (ACMMG160)	<b>Shape</b> Draw different views of prisms and solids formed from combinations of prisms (ACMMG161)	<b>Location and transformation</b> Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)	<b>Geometric Reasoning</b> Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163) Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164) Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166) Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165)	
<b>Statistics and probability</b>	<b>Chance</b> Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167) Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168)		<b>Data representation and interpretation</b> Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169) Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170) Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171) Describe and interpret data displays using median, mean and range (ACMSP172)		

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**Humanities and Social Sciences - Subjects**
**History – recommended 1.25 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.</p>							
<b>Knowledge and Understanding</b>	<p><b>Overview</b></p> <p>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</p> <ul style="list-style-type: none"> <li>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)</li> <li>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)</li> <li>key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)</li> </ul> <p>There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.</p> <table border="1" data-bbox="243 798 2929 1638"> <tr> <td data-bbox="243 798 964 1638"> <p><b>1 Investigating the ancient past</b></p> <p>Students build on and consolidate their understanding of historical inquiry from previous years in depth, using a range of sources for the study of the ancient past.</p> <p>How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)</p> <p>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)</p> <p>Methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)</p> <p>The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACDSEH148)</p> </td> <td data-bbox="964 798 2122 1638"> <p><b>2 The Mediterranean world</b></p> <p>Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.</p> <p><b>Egypt</b></p> <p>Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)</p> <p>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)</p> <p>Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)</p> <p>The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)</p> <p><b>Or Greece</b></p> <p>Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)</p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)</p> <p>Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)</p> <p>The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)</p> <p><b>Or Rome</b></p> <p>Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)</p> <p>Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)</p> <p>Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)</p> <p>The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)</p> </td> <td data-bbox="2122 798 2929 1638"> <p><b>3 The Asian world</b></p> <p>Students investigate ONE of these Asian societies in depth: India or China</p> <p><b>India</b></p> <p>Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)</p> <p>Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)</p> <p>Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)</p> <p>The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)</p> <p><b>Or China</b></p> <p>Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)</p> <p>Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)</p> <p>Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)</p> <p>The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)</p> </td> </tr> </table>					<p><b>1 Investigating the ancient past</b></p> <p>Students build on and consolidate their 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The Mediterranean world</b></p> <p>Students investigate ONE of these Mediterranean societies in depth: Egypt or Greece or Rome.</p> <p><b>Egypt</b></p> <p>Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there (ACDSEH002)</p> <p>Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion (ACDSEH032)</p> <p>Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH033)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACDSEH034)</p> <p>The role of a significant individual in ancient Egyptian history such as Hatshepsut or Ramses II (ACDSEH129)</p> <p><b>Or Greece</b></p> <p>Physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there (ACDSEH003)</p> <p>Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion (ACDSEH035)</p> <p>Significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH036)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars) (ACDSEH037)</p> <p>The role of a significant individual in ancient Greek history such as Leonidas or Pericles (ACDSEH130)</p> <p><b>Or Rome</b></p> <p>Physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there (ACDSEH004)</p> <p>Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion (ACDSEH038)</p> <p>Significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH039)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs (ACDSEH040)</p> <p>The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus (ACDSEH131)</p>	<p><b>3 The Asian world</b></p> <p>Students investigate ONE of these Asian societies in depth: India or China</p> <p><b>India</b></p> <p>Physical features of India (such as fertile river plains) and how they influenced the civilisation that developed there (ACDSEH006)</p> <p>Roles of key groups in Indian society in this period (such as kings, emperors, priests, merchants, peasants), including the influence of law and religion (ACDSEH044)</p> <p>Significant beliefs, values and practices of Indian society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH045)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Mauryan Empire (including its material remains), and the spread of philosophies and beliefs (ACDSEH046)</p> <p>The role of a significant individual in Indian history such as Chandragupta Maurya or Ashoka (ACDSEH133)</p> <p><b>Or China</b></p> <p>Physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there (ACDSEH005)</p> <p>Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion (ACDSEH041)</p> <p>Significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACDSEH042)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs (ACDSEH043)</p> <p>The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang (ACDSEH132)</p>						
<b>Skills Yr 7-8</b>	<p><b>Chronology, terms and concepts</b></p> <p>Sequence historical events, developments and periods (ACHHS205)</p> <p>Use historical terms and concepts (ACHHS206)</p>	<p><b>Historical Questions and research</b></p> <p>Identify a range of questions about the past to inform a historical inquiry (ACHHS207)</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS208)</p>	<p><b>Analysis and use of resources</b></p> <p>Identify the origin and purpose of primary and secondary sources (ACHHS209)</p> <p>Locate, compare, select and use information from a range of sources as evidence (ACHHS210)</p> <p>Draw conclusions about the usefulness of sources (ACHHS211)</p>	<p><b>Perspectives and interpretations</b></p> <p>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212)</p>	<p><b>Explanation and communication</b></p> <p>Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213)</p> <p>Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214)</p>			

Geography – recommended 1.25 hrs/week					
<b>Achievement Standard</b>	By the end of Year 7, students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments. They describe alternative strategies to a geographical challenge referring to environmental, economic and social factors. Students identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful information and data. They record and represent data and the location and distribution of geographical phenomena in a range of forms, including large-scale and small-scale maps that conform to cartographic conventions. They interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.				
<b>Knowledge and Understanding</b>	<b>Water in the World</b> Classification of environmental resources and the forms that water takes as a resource (ACHGK037) The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038) The quantity and variability of Australia's water resources compared with other continents (ACHGK039) The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040) Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041) Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)		<b>Place and Liveability</b> Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043) The influence of accessibility to services and facilities on the liveability of places (ACHGK044) The influence of environmental quality on the liveability of places (ACHGK045) The influence of social connectedness and community identity on the liveability of place (ACHGK046) Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)		
<b>Inquiry and Skills Yr 7-8</b>	<b>Observing questioning and planning</b> Develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047)	<b>Collecting, recording, evaluating and representing</b> Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050)	<b>Interpreting, analysing and concluding</b> Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052)	<b>Communicating</b> Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053)	<b>Reflecting and responding</b> Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054)
Civics and Citizenship – recommended 0.5 hrs/week					
<b>Achievement Standard</b>	By the end of Year 7, students explain features of Australia's Constitution, including the process for constitutional change. They explain how Australia's legal system is based on the principle of justice. Students explain the diverse nature of Australian society and identify the importance of shared values in promoting a cohesive society. When researching, students develop a range of questions and gather and analyse information from different sources to investigate Australia's political and legal systems. They consider different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives to develop solutions to an issue. Students develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts. They identify ways they can be active and informed citizens.				
<b>Knowledge and Understanding</b>	<b>Government and Democracy</b> The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048) The process for constitutional change through a referendum (ACHCK049)	<b>Law and Citizens</b> How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)	<b>Citizenship, diversity and identity</b> How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHCK051) How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052) How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)		
<b>Skills Yr 7-8</b>	<b>Questioning and research</b> Develop a range of questions to investigate Australia's political and legal systems (ACHCS054) Identify, gather and sort information and ideas from a range of sources (ACHCS055)	<b>Analysis, synthesis and interpretation</b> Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056)	<b>Problem solving and decision-making</b> Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058)	<b>Communication and reflection</b> Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) Reflect on their role as a citizen in Australia's democracy (ACHCS060)	
Economics and Business – recommended 0.5 hrs/week					
<b>Achievement Standard</b>	By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist. When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.				
<b>Knowledge and Understanding</b>	The ways consumers and producers interact and respond to each other in the market (ACHEK017) Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018) Characteristics of entrepreneurs and successful businesses (ACHEK019) Why individuals work, types of work and how people derive an income (ACHEK020)				
<b>Skills Yr 7-8</b>	<b>Questioning and research</b> Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) Gather relevant data and information from a range of digital, online and print sources (ACHES022)	<b>Interpretation and analysis</b> Interpret data and information displayed in different formats to identify relationships and trends (ACHES023)	<b>Economic reasoning, decision-making and application</b> Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024) Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025)	<b>Communication and reflection</b> Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026)	

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**Humanities and Social Sciences Subject – recommended 3.5 hrs/week**

<b>HASS (Subject) Achievement Standard</b>	<p>By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for continuity and change over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways. Students describe geographical processes that influence the characteristics of places. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments. Students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students describe the interdependence of consumers and producers in the market and identify factors and strategies that contribute to the financial success of businesses and individuals. They identify why individuals choose to work and the various sources of income that exist. Students recognise that people have different perceptions of places, events and issues and explain how this and other factors influence views on how to respond to an issue or challenge.</p> <p>Students formulate significant questions and propositions to guide investigations. They locate and collect useful data, information and evidence from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify past and present values and perspectives. They interpret and analyse data to propose simple explanations for distributions, patterns, trends and relationships, and evaluate and synthesise evidence to draw conclusions. Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. They organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions. They make informed decisions by collaborating with others to generate alternatives, comparing the potential costs and benefits of each and developing and using criteria to make a reasoned judgement. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives, and predict the probable effects of their proposal. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, discipline-specific terms, conventions and concepts.</p>			
	<b>History</b>	<b>Geography</b>	<b>Civics and Citizenship</b>	<b>Economics and Business</b>
<b>Individual sub-strand Achievement Standards</b>	<p>By the end of Year 7, students explain the role of groups and the significance of particular individuals in past societies. They suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups and describe events and developments from the perspective of people who lived at the time. They identify past events and developments that have been interpreted in different ways.</p> <p>Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop significant questions to frame a historical inquiry. They identify and select a range of primary and secondary sources and locate, compare and use relevant information and evidence to answer inquiry questions. They analyse information and evidence to determine their origin, purpose and usefulness and to identify past and present values and perspectives. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.</p>	<p>By the end of Year 7, students describe geographical processes that influence the characteristics of places and how characteristics of places are perceived and valued differently. They explain interconnections between people and places and people and environments and describe how these interconnections change places and environments. They describe alternative strategies for a geographical challenge, referring to environmental, economic and social factors involved. Students develop geographically significant questions to frame and guide an inquiry process. They locate, collect, organise and categorise useful data and information from a range of primary and secondary sources. They record and represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships, and draw conclusions. Students present findings and arguments using relevant geographical terminology, digital technologies and graphic representations in a range of communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal.</p>	<p>By the end of Year 7, students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society. Students formulate significant questions to investigate Australia's political and legal systems. They locate, collect and organise useful information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify and describe values and perspectives. They evaluate and synthesise information to draw conclusions. When planning for action, students take into account multiple perspectives to develop solutions to an issue. They reflect on their learning to identify ways they can be active and informed citizens. Students present ideas, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, and civics and citizenship terms and concepts.</p>	<p>By the end of Year 7, students describe the interdependence of consumers and producers in the market. They explain the importance of short- and long-term planning to individual and business success and identify different strategies that may be used. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students identify the reasons individuals choose to work and describe the various sources of income that exist.</p> <p>Students formulate significant questions and propositions to guide investigations about an economics or business issue, challenge or event. They locate and collect useful data and information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and evaluate and synthesise evidence to draw conclusions. They interpret, categorise and represent data in a range of appropriate formats using economics and business conventions. They make informed decisions by collaborating with others to generate alternatives and comparing the potential costs and benefits of each. Students reflect on their learning to propose individual and collective action in response to an issue or challenge, taking account of different factors and multiple perspectives and predicting the probable effects of their proposal. They apply economics and business knowledge, skills and concepts to familiar problems. They present ideas, findings, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, economics and business terms, conventions and concepts.</p>
<b>Knowledge and Understanding</b>	<p><b>Overview of the ancient world</b></p> <p>The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACHASSK164)</p> <p>The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACHASSK165)</p> <p>Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACHASSK166)</p> <p>Investigating the ancient past</p> <p>How historians and archaeologists investigate history, including excavation and archival research (ACHASSK167)</p>	<p><b>Unit 1: Water in the world</b></p> <p>Classification of environmental resources and the forms that water takes as a resource (ACHASSK182)</p> <p>The way that flows of water connect places as they move through the environment and the way these affect places (ACHASSK183)</p> <p>The quantity and variability of Australia's water resources compared with other continents (ACHASSK184)</p> <p>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHASSK185)</p> <p>Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186)</p>	<p>The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the houses of parliament and the division of powers (ACHASSK193)</p> <p>The process for constitutional change through a referendum (ACHASSK194)</p> <p>How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHASSK195)</p> <p>How Australia is a secular nation and a multi-faith society with a Christian heritage (ACHASSK196)</p> <p>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHASSK197)</p>	<p>The ways consumers and producers interact and respond to each other in the market (ACHASSK199)</p> <p>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHASSK200)</p> <p>Characteristics of entrepreneurs and successful businesses (ACHASSK201)</p> <p>Why individuals work, types of work and how people derive an income (ACHASSK202)</p>

	<p>The range of sources that can be used in an historical investigation, including archaeological and written sources (ACHASSK168)</p> <p>The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACHASSK169)</p> <p>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACHASSK170)</p> <p>The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171)</p> <p><b>The Mediterranean world</b></p> <p>The physical features of ancient Greece, Egypt or Rome and how they influenced the civilisation that developed there (ACHASSK172)</p> <p>Roles of key groups in the ancient Greece, Egypt or Rome, including the influence of law and religion (ACHASSK173)</p> <p>The significant beliefs, values and practices of ancient Greece, Egypt or Rome, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK174)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade, and peace treaties (ACHASSK175)</p> <p>The role of a significant individual in ancient Egyptian, Greek or Roman history (ACHASSK176)</p> <p><b>The Asian world</b></p> <p>The physical features of India or China and how they influenced the civilisation that developed there (ACHASSK177)</p> <p>Roles of key groups in Indian or Chinese society in this period, including the influence of law and religion (ACHASSK178)</p> <p>The significant beliefs, values and practices of Indian or Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs (ACHASSK179)</p> <p>Contacts and conflicts within and/or with other societies, resulting in developments and the spread of philosophies and beliefs (ACHASSK180)</p> <p>The role of a significant individual in ancient Indian or Chinese history (ACHASSK181)</p>	<p>Causes, impacts and responses to an atmospheric or hydrological hazard (ACHASSK187)</p> <p><b>Unit 2: Place and liveability</b></p> <p>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHASSK188)</p> <p>The influence of accessibility to services and facilities on the liveability of places (ACHASSK189)</p> <p>The influence of environmental quality on the liveability of places (ACHASSK190)</p> <p>The influence of social connectedness and community identity on the liveability of places (ACHASSK191)</p> <p>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHASSK192)</p>	<p>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHASSK198)</p>		
<p><i>Skills Yrs 7-8</i></p>	<p><b>Questioning</b></p> <p>Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges (ACHASSI152)</p>	<p><b>Researching</b></p> <p>Apply a methodology to locate and collect relevant information and data from a range of primary and secondary sources (ACHASSI153)</p> <p>Organise, categorise and represent data in a range of appropriate formats using discipline-specific conventions, including different types of graphs, tables, field sketches and annotated diagrams, and maps at different scales (ACHASSI154)</p> <p>Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions (ACHASSI155)</p>	<p><b>Analysing</b></p> <p>Examine primary and secondary sources to determine their origin, purpose and reliability (ACHASSI156)</p> <p>Analyse primary and secondary sources to identify values and perspectives on people, actions, events, issues and phenomena, past and present (ACHASSI157)</p> <p>Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships (ACHASSI158)</p>	<p><b>Evaluating and reflecting</b></p> <p>Evaluate and synthesise evidence to draw conclusions (ACHASSI159)</p> <p>Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each (ACHASSI160)</p> <p>Develop and use criteria to make informed decisions and judgements (ACHASSI161)</p> <p>Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects (ACHASSI162)</p>	<p><b>Communicating</b></p> <p>Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts (ACHASSI163)</p>

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**Science – recommended 2.5 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth’s gravity, on motion. They explain how the relative positions of Earth, the sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of human and environmental changes on interactions between organisms and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines and diverse cultures has been used to solve a real-world problem. They explain possible implications of the solution for different groups in society.</p> <p>Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.</p>				
<b>Science Understanding</b>	<b>Biological Sciences</b> Classification helps organise the diverse group of organisms (ACSSU111) Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112)	<b>Chemical Sciences</b> Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)	<b>Earth and Space Sciences</b> Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116)	<b>Physical Sciences</b> Change to an object’s motion is caused by unbalanced forces, including Earth’s gravitational attraction, acting on the object (ACSSU117)	
<b>Science as Human Endeavour</b>	<b>Nature and Development of Science</b> Scientific knowledge has changed peoples’ understanding of the world and is refined as new evidence becomes available (ACSHE119) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)		<b>Use and Influences of science</b> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)		
<b>Science Inquiry Skills</b>	<b>Questioning and predicting</b> Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)	<b>Planning and conducting</b> Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125) Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSIS126)	<b>Processing and analysing data and information</b> Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (ACSIS129) Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS130)	<b>Evaluating</b> Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS131) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS132)	<b>Communicating</b> Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS133)



**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**

The Arts – recommended 2 hrs/week									
Dance Yr 7-8		Drama Yr 7-8		Media Arts Yr 7-8		Music Yr 7-8		Visual Arts Yr 7-8	
<b>Achievement Standard</b>	By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance. Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style.	By the end of Year 8, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.	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.	By the end of Year 8, students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers. Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.	By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places. Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.				
<i>Exploring ideas and improvising with ways to represent ideas</i>	Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)	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)	Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	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 (ACAVAM118)				
<i>Manipulating and applying the elements/concepts with intent</i>	Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)				
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills in style-specific techniques (ACADAM015)	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	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)	Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)	Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)				
<i>Structuring and organising ideas into form</i>	Structure dances using choreographic devices and form (ACADAM016)	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 (ACADRM043)	Plan, structure and design media artworks that engage audiences (ACAMAM069)	Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)	Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)				
<i>Sharing artworks through performance, presentation or display</i>	Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)	Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)				
<i>Analysing and reflecting upon intentions</i>	Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018)	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)	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)	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)				
<i>Responding to and interpreting artworks</i>	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 (ACADAR019)	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 (ACADRR046)	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)	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 (ACAMUR098)	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 (ACAVAR124)				

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**

Technologies – recommended 2 hrs/week		
Design and Technologies Yr 7-8	Digital Technologies Yr 7-8	
<b>Achievement Standard</b>	<p>By the end of Year 8, students explain factors that influence the design of products, services and environments to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.</p> <p>Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose.</p>	<p>By the end of Year 8, students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints.</p> <p>Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online.</p>
<b>Knowledge and Understanding</b>	<p>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</p> <p>Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)</p> <p>Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)</p> <p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)</p> <p>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</p>	<p>Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance (ACTDIK023)</p> <p>Investigate how digital systems represent text, image and audio data in binary (ACTDIK024)</p>
<b>Processes and Production Skills</b>	<p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</p> <p>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)</p> <p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p> <p>Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</p> <p>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</p>	<p>Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</p> <p>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)</p> <p>Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</p> <p>Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)</p> <p>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029)</p> <p>Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030)</p> <p>Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)</p> <p>Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</p>

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**Health and Physical Education – recommended 2 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.</p> <p>Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.</p>		
<b>Personal, Social and Community Health Yr 7-8</b>	<b>Being Healthy Safe and active</b> Investigate the impact of transition and change on identities (ACPPS070) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Practise and apply strategies to seek help for themselves or others (ACPPS072) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	<b>Communicating and interacting</b> for health and wellbeing Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) Analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Evaluate health information and communicate their own and others' health concerns (ACPPS076)	<b>Contributing to healthy and active communities</b> Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
<b>Movement and Physical Activity Yr 7-8</b>	<b>Moving our body</b> Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)	<b>Understanding Movement</b> Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) Participate in and investigate cultural and historical significance of a range of physical activities (ACPMP085)	<b>Learning through movement</b> Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 7**
**L a n g u a g e s : C h i n e s e – recommended 2 hrs/week**

 Second Language Learner Pathway F-10 Sequence ( for other learners please refer to <http://www.australiancurriculum.edu.au/>)

<b>Achievement Standard</b>	By the end of Year 8, students use spoken and written Chinese to sustain interactions in a range of social and personal contexts. They exchange ideas and opinions, for example, 你要去看电影吗? : 我们可以六月份一起去. They summarise the main points of information about known content from a range of spoken and print sources (for example, 电视节目, podcast, 电话留言, 广告, 老师推荐的网站, 书籍, 图书馆目录, 游记), and convey the relevant information in a range of texts. Students respond to and create simple imaginative and informative texts. Sentences generally contain two or more ideas connected by cohesive devices (for example, 不但...而且... ; 因为... 所以...), as well as time expressions (for example, 先...再...), and tense markers such as 了、完 to sequence events and ideas. Students make comparisons (for example, 比; 跟...一样), and provide explanations or reasons for opinions or decisions, using phrases that order and link their ideas. They use reported speech to refer to the ideas of others, for example, 他们认为. They speak with attention to pronunciation, tone and phrasing, using intonation and pitch to add emotion or emphasis to their message. They demonstrate intercultural understanding by varying their language use for different audiences and purposes.  Students describe the distinctive spoken and written language systems of Chinese using metalanguage. They know that character components can contribute to both sound and meaning of words and they understand how they can be combined to make different words, for example, 中国, 城, 中国城. They identify features of text types such as letters, emails, descriptions and narratives. Students identify how information is structured in Chinese texts, and understand the importance of cultural and contextual cues to correct interpretation of meaning. They explain how features of Chinese culture impact on communication practices, and reflect on their own interactions with Chinese-speaking people.				
<b>Communicating</b>	<b>Socialising</b> Initiate and sustain interactions with peers and familiar adults to plan and arrange activities or social events in the context of the school or local community, and vary spoken language in response to the needs and demands of other participants [Key concepts: event, celebration, experience; Key processes: transacting, negotiating, suggesting, requesting, explaining] (ACLCHC049) Correspond with peers and other familiar participants to plan activities, and compare opinions on and attitudes towards different cultures [Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding] (ACLCHC050)	<b>Informing</b> Analyse and summarise relevant information obtained from a range of spoken sources and convey this information to known audiences through a range of texts [Key concepts: fact/fiction, representation, perspective, choice; Key processes: summarising, identifying, comparing, sequencing] (ACLCHC051) Locate, classify and organise relevant information, including analysing data in simple diagrams, tables and graphs, and re-present this information for known audiences [Key concepts: lifestyle, change, trends, place; Key processes: summarising, comparing, contrasting] (ACLCHC052)	<b>Creating</b> Engage with imaginative texts, observing how characters, emotions and attitudes are portrayed, express opinions about these aspects of an imagined experience and apply this knowledge in their own performances and texts [Key concept: emotion; Key processes: expressing, responding, performing] (ACLCHC053) Create written imaginative texts to describe experiences involving imagined people and places [Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding] (ACLCHC054)	<b>Translating</b> Translate texts for different audiences varying the language to explain key points for these different audiences [Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing] (ACLCHC055) Create short bilingual texts on topics of personal interest and on key content from other learning areas and provide subtitles or commentary to assist meaning Key concepts: bilingualism, identity; Key processes: translating, interpreting] (ACLCHC056)	<b>Reflecting</b> Reflect on the cultural significance of how different groups and members of groups name themselves and are represented by others [Key concepts: identity, group, name; Key processes: describing, considering, reflecting, developing] (ACLCHC057)
<b>Understanding</b>	<b>Systems of Language</b> Examine differences in sounds and tones, and patterns of sound flow in speech (ACLCHU058) Interpret texts by inferring meaning from common character components or position of components, and analyse how reliable this method is in translating (ACLCHU059) Identify and apply features of Chinese grammar and sentence structure to organise and sequence ideas in oral and written texts (ACLCHU060) Analyse how authors adjust features of different text types for different purposes and audiences (ACLCHU061)		<b>Language Variation and Change</b> Investigate the extent and dynamic nature of Chinese language use locally and globally (ACLCHU062) Explain how the Chinese language adapts to social and technological changes (ACLCHU063)		<b>The role of Language and Culture</b> Compare and reflect on how cultural contexts influence the way language is used within and across communities (ACLCHU064)

**L a n g u a g e s : I n d o n e s i a n – recommended 2 hrs/week**

 Second Language Learner Pathway F-10 Sequence ( for other learners please refer to <http://www.australiancurriculum.edu.au/>)

<b>Achievement Standard</b>	By the end of Year 8, students use Indonesian to interact and exchange ideas, experiences and interests with teachers, peers and others. They pronounce familiar polysyllabic words such as mendengarkan, pekerjaan and mengerjakan, stressing the penultimate syllable. When interacting, they ask questions using for example Apakah?, Di mana?, Kapan?, Berapa?, and respond to questions using, for example, Setuju tidak? Benar/Salah, and asking follow up questions using, for example, Kapan? Bagaimana? Mengapa? They explain and clarify their answers using, for example, karena, or supaya. Students give opinions using for example Pada pendapat saya..., saya kira..., setuju/tidak setuju, make comparisons using lebih... daripada..., and state preferences using saya lebih suka..., yang paling baik... They locate and evaluate factual information in texts, and use models to create their own informative and imaginative texts in order to narrate, correspond with and report to others. . They vary their sentence construction (for example, rambut saya hitam/Ibu berambut cokelat/Bapak mempunyai rambut pirang) to create interest for the audience. Students use cohesive devices such as time markers (for example, Besok, sebelum), adverbs of frequency (for example, biasanya, jarang, belum pernah) and conjunctions (for example, lalu, untuk). They use a range of personal pronouns such as dia, mereka, kami, kita, ber- verbs such as bersekolah, berselancar and simple me- verbs such as memasak, memakai, menjadi, mengunjungi. Students use prepositions of time using pada and place, using di (including with, for example, belakang, samping, antara). They describe qualities using colours (for example, biru tua, merah muda) and adjectives (for example, sombong, murah hati). They translate across languages, identifying where equivalence is not possible, for example, gotong royong, jam karet or 'daylight saving'. They describe their reactions to intercultural experiences, describing aspects that do or do not fit with their own identity and considering why.  Students know that Indonesian has a base word system that works with prefixes and suffixes to create verbs and nouns, such as -an, ber- and me- words. They differentiate between similar-sounding words and how they are written (such as suka/sukar, muda/mudah), and apply spelling conventions such as ngg (tinggal) and final h (terima kasih). They describe how possessive word order differs from English and have a metalanguage to identify common features such as nouns, verbs, adjectives, and subject-verb-object construction. Students identify and reproduce features of familiar text types such as salutations, narrative sequence and cohesive devices. They know that languages and cultures influence and borrow from each other. Students know that cultural values and ideas are embedded in language use, including their own, and consider where these may have come from and how they may be seen from another cultural perspective.				
<b>Communicating</b>	<b>Socialising</b> Engage with others to exchange ideas, experiences and interests [Key concepts:	<b>Informing</b> Identify, summarise and evaluate factual information related to topics of interest such as leisure, food and diet, entertainment and special	<b>Creating</b> Respond to aspects of imaginative texts by expressing opinions and feelings about them and comparing these with imaginative texts in own	<b>Translating</b> Translate and analyse a range of texts, comparing language choices and exploring differences in meanings [Key concept: equivalence; Key	<b>Reflecting</b> Participate in intercultural interactions with peers, comparing aspects of culture, monitoring how own culture impacts on language use and how

	<p>milestone, experience; Key processes: exchanging, connecting] (ACLINC052)</p> <p>Take action to make plans, solve problems and address needs such as through corresponding and transacting in real or simulated situations [Key processes: planning, inviting, transacting] (ACLINC053)</p> <p>Interact with others by making requests, seeking clarification, checking understanding and expressing opinions [Key concept: interaction; Key processes: requesting, clarifying] (ACLINC054)</p>	<p>occasions [Key concept: data; Key processes: summarising, evaluating] (ACLINC055)</p> <p>Give presentations to describe, compare and report on experiences and topics of interest [Key concepts: leisure, travel; Key processes: summarising, reporting] (ACLINC056)</p>	<p>language and culture [Key concepts: moral, humour; Key processes: comparing, reviewing; Key text types: story, song, play] (ACLINC057)</p> <p>Compose individual and shared texts about imagined people, places and experiences, in order to entertain others [Key concepts: amusement, imagination, admiration, journey; Key processes: composing, collaborating, performing; Key text types: recount, advertisement, cartoon] (ACLINC058)</p>	<p>processes: approximating, comparing] (ACLINC059)</p> <p>Create bilingual texts in collaboration with others for the wider community [Key concept: interpretation; Key processes: designing, explaining] (ACLINC060)</p>	<p>this may enhance or inhibit understanding [Key concept: comfort/discomfort; Key processes: monitoring, adjusting] (ACLINC061)</p> <p>Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences [Key concepts: perspective, biography; Key processes: analysing, reflecting] (ACLINC062)</p>
<p><b>Understanding</b></p>	<p><b>Systems of language</b></p> <p>Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences [Key concepts: stress, intonation; Key process: noticing emphasis] (ACLINU063)</p> <p>Develop knowledge of <i>me-</i> verb rules and how to link and extend ideas such as by using adverbs and cohesive devices [Key concept: system, affixation; Key processes: applying rules, understanding] (ACLINU064)</p> <p>Expand understanding of textual conventions, particularly related to social and informational media [Key concept: convention; Key processes: comparing, experimenting] (ACLINU065)</p>		<p><b>Language variation and change</b></p> <p>Recognise that Indonesian has formal and informal forms and that their style and use depend on the context, purpose and audience [Key concept: register; Key processes: identifying, connecting, analysing] (ACLINU066)</p> <p>Understand that Indonesian, like other languages, continues to change over time due to influences such as globalisation and technology [Key concept: evolution; Key processes: researching, recording] (ACLINU067)</p>	<p><b>Role of language and culture</b></p> <p>Understand that language is not neutral and that its use reflects cultural ideas, assumptions and perspectives [Key concept: interdependence; Key processes: analysing, interpreting, reflecting] (ACLINU068)</p>	

## Languages: Japanese – recommended 2 hrs/week

Second Language Learner Pathway F-10 Sequence ( for other learners please refer to <http://www.australiancurriculum.edu.au/>)

<p><b>Achievement Standard</b></p>	<p>By the end of Year 8, students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. They use verb ましょう for planning and making arrangements and offering suggestions. They ask and respond to a range of questions, for example, <i>だれと、<sup>なん</sup>何で、いつ、どこで</i>, using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, <i>でも <sup>が</sup>が、わたしはフットボールが好きです。でも、母はフットボール 好きじゃないです。</i>. Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double consonant and long vowel sounds and borrowed words. Students read and write hiragana, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They read and write high-frequency kanji for verbs (for example, <i>行きます、見ます、来きます</i>), nouns (for example, <i>先生、父、母、月よう日</i>), adjectives (for example, <i>早い</i>), and the pronoun <i>私</i>. They read some compound words such as <i>日本語</i>. They locate, analyse and summarise information from a range of spoken, written and multimodal texts, such as video clips, letters, posters, notices and advertisements. They plan, draft and present informative and imaginative texts with the support of modelled resources. They use counter classifiers in response to questions, for example, <i>いくつ、何まい、何本、何分</i>. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, <i>だから</i>), and adverbs of frequency (for example, <i>いつも</i>), time (for example, <i>時、半、分、<sup>まえ</sup>前</i>) and direction, for example, <i>みぎ、ひだり、前、うしろ</i>. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as <i>が、へ、から、まで</i>, including for example <i>に</i> to indicate timeframes. Students translate and interpret short texts from Japanese into English and vice versa, providing alternative expressions when equivalence is not possible. They share their reactions to intercultural experiences, describing and explaining why some elements fit easily with their sense of their own identity while others do not.</p> <p>Students understand that the pronunciation of katakana is the same as that of hiragana, and that the pronunciation of borrowed words is influenced by the Japanese sound system. They apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning. They understand and use <i>い</i> and <i>な</i> adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as <i>ひとつ、さんぼん、じゅっぷん</i>. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, <i>お母さん</i> and <i>母</i>), phrases (for example, <i>どうぞよろしく。</i>), prefixes (for example, <i>お</i> and <i>ご</i>), suffixes (for example, <i>～さん</i> and <i>～さま</i>) and titles (for example, <i>～先生</i>) that indicate different levels of formality. They recognise values that are important in Japanese society, such as maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours, such as indirect forms of refusal or disagreement, for example, <i>もうすこしがんばりましょう。</i>. They explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.</p>
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<p><i>Communicating</i></p>	<p><b>Socialising</b> Interact with others to share interests and experiences, exchange information and express opinions and feelings [Key concepts: lifestyle, communication, experience, opinion; Key processes: interacting, recounting, responding, elaborating] (ACLJAC163) Engage in activities that involve collaboration, planning, organising, negotiating and transacting [Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] (ACLJAC164) Interact in whole-class and small group activities that involve seeking information from peers or the teacher, asking and responding to questions, making requests, and asking for and providing clarification [Key concepts: discussion, reflection, suggestion; Key processes: suggesting, clarifying, responding, requesting] (ACLJAC165)</p>	<p><b>Informing</b> Access, summarise and reorganise information obtained from a range of texts on a variety of topics, and present it in different formats [Key concepts: research, data, media; Key processes: researching, collating, designing, presenting] (ACLJAC166) Present information about events, experiences or topics of shared interest, using modes of presentation such as charts, diagrams or digital displays to suit different audiences and contexts [Key concepts: information, experience, perspective, audience; Key processes: managing information, shaping text, composing] (ACLJAC167)</p>	<p><b>Creating</b> Analyse and respond to a range of imaginative texts, noticing cultural elements and comparing with English-language texts created for similar audiences [Key concepts: representation, culture, context, values, expression; Key processes: identifying, evaluating, comparing, contextualising] (ACLJAC168) Create a range of spoken, written and multimodal texts that involve imaginary characters, places and experiences to entertain others [Key concepts: mood, drama, effect, audience; Key processes: creating, performing, composing] (ACLJAC169)</p>	<p><b>Translating</b> Translate short texts such as signs, simple dialogues or phone conversations from Japanese into English and vice versa, noticing when it is difficult to transfer meaning from one language to the other [Key concepts: culture, equivalence, idiom; Key processes: translating, comparing, mediating] (ACLJAC170) Work collaboratively to design bilingual resources to convey information to the school community [Key concepts: bilingual text, glossary, meaning; Key processes: annotating, explaining] (ACLJAC171)</p>	<p><b>Reflecting</b> Participate in intercultural interactions, identifying and comparing aspects of culture that affect communication and noticing how own culture impacts on language use [Key concepts: intercultural experience, perspective, insight, self-reflection; Key processes: comparing, analysing, reflecting, choosing] (ACLJAC172) Consider how their own biography, including family origins, traditions, interests and experiences, impacts on their sense of identity and ways of communicating [Key concepts: identity, family, community, communication, culture; Key processes: reflecting, comparing, representing] (ACLJAC173)</p>
	<p><i>Understanding</i></p>	<p><b>Systems of Language</b> Understand that katakana is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds [Key concepts: pronunciation, loan words, voiced/unvoiced sounds, contractions, blends; Key processes: pronouncing, recognising] (ACLJAU174) Recognise and use all katakana and understand the relationship in texts between hiragana, katakana and kanji [Key concepts: script function, kanji readings; Key processes: identifying, differentiating, writing, reading] (ACLJAU175) Understand how to control elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, and recognise the systematic nature of verb conjugation [Key concepts: metalanguage, verb conjugation, sentence structure, register; Key processes: describing, categorising, analysing] (ACLJAU176) Understand how and why different scripts are used in different types of texts, such as announcements, tickets, advertisements, public signs or manga [Key concepts: genre, text features, text structure, cohesion; Key processes: analysing, describing, comparing] (ACLJAU177)</p>		<p><b>Language Variation and Change</b> Explain variations in Japanese language use that reflect different levels of formality, authority and status [Key concepts: register, tenor, respect; Key processes: differentiating, explaining, comparing] (ACLJAU178) Understand that the Japanese language has evolved and developed through different periods of influence and change [Key concepts: language change, word borrowing, intercultural exchange, globalisation; Key processes: identifying, analysing, explaining] (ACLJAU179)</p>	<p><b>Role and Language and Culture</b> Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other [Key concepts: cultural expression, status, harmony, humility; Key processes: recognising, explaining, comparing] (ACLJAU180)</p>