

## AUSTRALIAN CURRICULUM YEARLY OVERVIEW

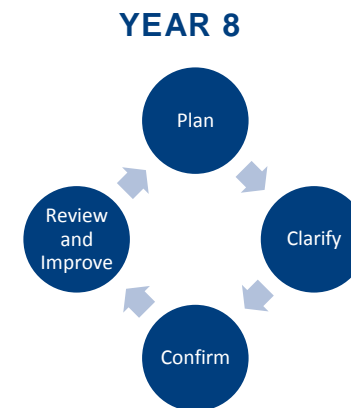
The Board of Studies has approved versions 7.5 and 8+ of the Australian Curriculum for use in schools during 2016. Schools are required to be ready to implement Version 8+ for the start of the 2017 school year. Please refer to the T-10 Curriculum Implementation Timeline for further information.

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

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 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).



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### Health and Physical Education

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### Humanities and Social Sciences

- Subject Specific achievement standards and content descriptions for History, Geography, Civics and Citizenship and Economics and Business

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**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 8**
**E n g l i s h - recommended 3hrs/week**

<b>Achievement Standard</b>	<b>Receptive modes (listening, reading and viewing)</b> By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate on discussions.				<b>Productive modes (speaking, writing and creating)</b> Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they make to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.			
	<b>Language variation and change</b> Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return (ACELA1540)	<b>Language for social interaction</b> Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)	<b>Evaluative language</b> Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	<b>Purpose audience and structures of different types of texts</b> Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)	<b>Text cohesion</b> Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766) Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	<b>Punctuation</b> Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts (ACELA1544)	<b>Sentence and clause level grammar</b> Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause (ACELA1545)	
<b>Language</b>	<b>Word-level grammar</b> Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)		<b>Visual language</b> Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)		<b>Vocabulary</b> Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)		<b>Alphabet and phonic knowledge</b> <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>	<b>Spelling</b> Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations (ACELA1549)
<b>Literature</b>	<b>How texts reflect the content of culture and situation in which they were created</b> Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups (ACELT1626) Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors (ACELT1806)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	<b>Expressing preferences and evaluating texts</b> Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups (ACELT1628) Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	<b>Features of literary texts</b> Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	<b>Language devices in literary texts, including figurative language</b> Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630) Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays (ACELT1767)	<b>Creating literary texts</b> Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	<b>Experimentation and adaptation</b> Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)	
<b>Literacy</b>	<b>Texts and the contexts in which they are used</b> Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication (ACELY1729)	<b>Listening and speaking interactions</b> Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	<b>Listening and speaking interactions</b> Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects (ACELY1808)	<b>Oral presentations</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	<b>Purpose and audience</b> Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	<b>Reading processes</b> Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)	<b>Comprehension strategies</b> Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)	
	<b>Analysing and evaluating texts</b> Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735)		<b>Creating texts</b> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)		<b>Editing</b> Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts (ACELY1810)		<b>Handwriting</b> This sequence ends at this year level	<b>Use of software</b> Use a range of software, including word processing programs, to create, edit and publish texts imaginatively (ACELY1738)

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 8**
**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 8, students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.</p> <p>Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine the probabilities of complementary events and calculate the sum of probabilities.</p>				
<b>Proficiency Strands</b>	<b>Understanding</b> Includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area	<b>Fluency</b> Includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects	<b>Problem solving</b> Includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities	<b>Reasoning</b> Includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.	<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> Use index notation with numbers to establish the index laws with positive integral indices and the zero index (ACMNA182) Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183)	<b>Real numbers</b> Investigate terminating and recurring decimals (ACMNA184) Investigate the concept of irrational numbers, including $\pi$ (ACMNA186) Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187) Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188)	<b>Money and financial mathematics</b> Solve problems involving profit and loss, with and without digital technologies (ACMNA189)	<b>Patterns and algebra</b> Extend and apply the distributive law to the expansion of algebraic expressions (ACMNA190) Factorise algebraic expressions by identifying numerical factors (ACMNA191) Simplify algebraic expressions involving the four operations (ACMNA192)	<b>Linear and non-linear relationships</b> Plot linear relationships on the Cartesian plane with and without the use of digital technologies (ACMNA193) Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194)
<b>Measurement and Geometry</b>	<b>Using units of measurement</b> Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195) Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196) Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197) Develop formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198) Solve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199)		<b>Geometric Reasoning</b> Define congruence of plane shapes using transformations (ACMMG200) Develop the conditions for congruence of triangles (ACMMG201) Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202)		
<b>Statistics and probability</b>	<b>Chance</b> Identify complementary events and use the sum of probabilities to solve problems (ACMSP204) Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. (ACMSP205) Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292)		<b>Data representation and interpretation</b> Investigate techniques for collecting data, including census, sampling and observation (ACMSP284) Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206) Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293) Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207)		

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 8**
**Humanities and Social Sciences Subjects**
**History - recommended 1.25 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame a historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information.</p>					
<b>Knowledge and Understanding</b>	<p><b>Overview</b></p> <p>Overview content for the ancient to modern world (Byzantine, Celtic, Anglo-Saxon, Viking, Ottoman, Khmer, Mongols, Yuan and Ming dynasties, Aztec, Inca) includes the following:</p> <ul style="list-style-type: none"> <li>the transformation of the Roman world and the spread of Christianity and Islam (ACOKFH008)</li> <li>key features of the medieval world (feudalism, trade routes, voyages of discovery, contact and conflict) (ACOKFH009)</li> <li>the emergence of ideas about the world and the place of people in it by the end of the period (such as the Renaissance, the Scientific Revolution and the Enlightenment) (ACOKFH010)</li> </ul> <p>There are three depth studies for this historical period. For each depth study, there are up to four 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="243 829 2929 1955"> <tr> <td data-bbox="243 829 1424 1955"> <p><b>1 The Western and Islamic world</b></p> <p>Students investigate <b>ONE</b> of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.</p> <p><b>The Ottoman Empire (c.1299 – c.1683)</b></p> <p>The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)</p> <p>Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)</p> <p>Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)</p> <p>The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)</p> <p><b>Or Renaissance Italy (c.1400 – c.1600)</b></p> <p>The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)</p> <p>Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)</p> <p>Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)</p> <p>The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)</p> <p>The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)</p> <p><b>or The Vikings (c.790 – c.1066)</b></p> <p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)</p> <p>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)</p> <p>Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)</p> <p>The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)</p> <p><b>Or Medieval Europe (c.590 – c.1500)</b></p> <p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)</p> </td> <td data-bbox="1424 829 2190 1955"> <p><b>2 The Asia-Pacific world</b></p> <p>Students investigate <b>ONE</b> of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. N.B. Where appropriate, this depth study may include some reference beyond the end of the period c.1750.</p> <p><b>Angkor/Khmer Empire (c.802 – c.1431)</b></p> <p>The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ) (ACDSEH011)</p> <p>Reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p> <p>Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p> <p>Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)</p> <p><b>Or Japan under the Shoguns’ (c.794 – 1867)</b></p> <p>The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> <p>The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)</p> <p>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)</p> <p><b>Or The Polynesian expansion across the Pacific (c.700 – 1756)</b></p> <p>Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)</p> <p>The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)</p> <p>Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)</p> <p>The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand,</p> </td> <td data-bbox="2190 829 2929 1955"> <p><b>3 Expanding contacts</b></p> <p>Students investigate <b>ONE</b> of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <p><b>Mongol expansion (c.1206 – c.1368)</b></p> <p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)</p> <p>The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)</p> <p><b>Or The Black Death in Asia, Europe and Africa (14th century plague)</b></p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)</p> <p>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)</p> <p>Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)</p> <p>The immediate and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p> <p><b>Or The Spanish conquest of the Americas (c.1492 – c.1572)</b></p> <p>Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)</p> <p>When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)</p> <p>The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)</p> </td> </tr> </table>			<p><b>1 The Western and Islamic world</b></p> <p>Students investigate <b>ONE</b> of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.</p> <p><b>The Ottoman Empire (c.1299 – c.1683)</b></p> <p>The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)</p> <p>Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD 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developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)</p>	<p><b>2 The Asia-Pacific world</b></p> <p>Students investigate <b>ONE</b> of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. 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Where appropriate, this depth study may include some reference beyond the end of the period c.1750.</p> <p><b>Angkor/Khmer Empire (c.802 – c.1431)</b></p> <p>The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ) (ACDSEH011)</p> <p>Reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p> <p>Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p> <p>Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)</p> <p><b>Or Japan under the Shoguns’ (c.794 – 1867)</b></p> <p>The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> <p>The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)</p> <p>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)</p> <p><b>Or The Polynesian expansion across the Pacific (c.700 – 1756)</b></p> <p>Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)</p> <p>The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)</p> <p>Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)</p> <p>The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand,</p>	<p><b>3 Expanding contacts</b></p> <p>Students investigate <b>ONE</b> of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <p><b>Mongol expansion (c.1206 – c.1368)</b></p> <p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)</p> <p>The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)</p> <p><b>Or The Black Death in Asia, Europe and Africa (14th century plague)</b></p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)</p> <p>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)</p> <p>Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)</p> <p>The immediate and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p> <p><b>Or The Spanish conquest of the Americas (c.1492 – c.1572)</b></p> <p>Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)</p> <p>When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)</p> <p>The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)</p>
<p><b>1 The Western and Islamic world</b></p> <p>Students investigate <b>ONE</b> of these societies/empires from the Western or Islamic world in depth: the Vikings or Medieval Europe or the Ottoman Empire or Renaissance Italy.</p> <p><b>The Ottoman Empire (c.1299 – c.1683)</b></p> <p>The way of life in the Ottoman Empire (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH009)</p> <p>Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in 1453 AD (CE), art and architecture (ACDSEH053)</p> <p>Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)</p> <p>The role of significant individuals such as Selim I or Suleiman the Magnificent in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)</p> <p><b>Or Renaissance Italy (c.1400 – c.1600)</b></p> <p>The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)</p> <p>Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states, such as art and learning (ACDSEH056)</p> <p>Relationships between rulers and ruled in ONE Italian city-state such as Florence or Naples (ACDSEH057)</p> <p>The role and achievements of significant individuals such as Lucrezia Borgia, Galileo, Leonardo da Vinci, Niccolo Machiavelli (ACDSEH058)</p> <p>The spread of Renaissance culture to the rest of Europe, and its legacy (ACDSEH059)</p> <p><b>or The Vikings (c.790 – c.1066)</b></p> <p>The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)</p> <p>Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)</p> <p>Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion (ACDSEH048)</p> <p>The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson (ACDSEH049)</p> <p><b>Or Medieval Europe (c.590 – c.1500)</b></p> <p>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)</p> <p>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)</p> <p>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)</p> <p>Dominance of the Catholic Church and the role of significant individuals such as Charlemagne (ACDSEH052)</p>	<p><b>2 The Asia-Pacific world</b></p> <p>Students investigate <b>ONE</b> of these Asia-Pacific societies in depth: the Angkor/Khmer Empire or Shogunate Japan or the Polynesian expansion across the Pacific. 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Where appropriate, this depth study may include some reference beyond the end of the period c.1750.</p> <p><b>Angkor/Khmer Empire (c.802 – c.1431)</b></p> <p>The way of life in the Khmer Empire, including, social, cultural, economic and political features (including the role of the king ) (ACDSEH011)</p> <p>Reasons for Angkor’s rise to prominence, including wealth from trade and agriculture (ACDSEH060)</p> <p>Cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)</p> <p>Theories of the decline of Angkor, such as the overuse of water resources, neglect of public works as a result of ongoing war, and the effects of climate change (ACDSEH062)</p> <p><b>Or Japan under the Shoguns’ (c.794 – 1867)</b></p> <p>The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun) (ACDSEH012)</p> <p>The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade (ACDSEH063)</p> <p>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)</p> <p>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)</p> <p><b>Or The Polynesian expansion across the Pacific (c.700 – 1756)</b></p> <p>Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)</p> <p>The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island) (ACDSEH066)</p> <p>Cultural achievements of ONE Polynesian society, such as the Ta moko and hangi in Maori society OR the moai constructed on Easter Island (ACDSEH067)</p> <p>The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand,</p>	<p><b>3 Expanding contacts</b></p> <p>Students investigate <b>ONE</b> of the following historical developments in depth to explore the interaction of societies in this period: the Mongol expansion or the Black Death in Africa, Asia and Europe or the Spanish conquest of the Aztecs and Incas.</p> <p><b>Mongol expansion (c.1206 – c.1368)</b></p> <p>The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)</p> <p>The organisation of the Mongol army under Genghis Khan and the treatment of conquered peoples, such as the codification of laws and exemption of teachers, lawyers and artists from taxes (ACDSEH077)</p> <p>The extent of the Mongol expansion as one of the largest land empires in history (ACDSEH078)</p> <p>The consequences of the Mongol expansion, including its impact on life in China during and after the Mongol conquest and contributions to European knowledge and trade routes (ACDSEH079)</p> <p><b>Or The Black Death in Asia, Europe and Africa (14th century plague)</b></p> <p>Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)</p> <p>The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)</p> <p>Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries (ACDSEH070)</p> <p>The immediate and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)</p> <p><b>Or The Spanish conquest of the Americas (c.1492 – c.1572)</b></p> <p>Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)</p> <p>When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)</p> <p>The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)</p>				

			the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)	The immediate and long-term effects of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)	
<b>Skills Yr 7-8</b>	<b>Chronology, terms and concepts</b> Sequence historical events, developments and periods (ACHHS148) Use historical terms and concepts (ACHHS149)	<b>Historical Questions and research</b> Identify a range of questions about the past to inform a historical inquiry (ACHHS150) Identify and locate relevant sources, using ICT and other methods (ACHHS151)	<b>Analysis and use of resources</b> Identify the origin and purpose of primary and secondary sources (ACHHS152) Locate, compare, select and use information from a range of sources as evidence (ACHHS153) Draw conclusions about the usefulness of sources (ACHHS154)	<b>Perspectives and interpretations</b> Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155)	<b>Explanation and communication</b> Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS156) Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157)
<b>Geography- recommended 0.5 hrs/week</b>					
<b>Achievement Standard</b>	By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They compare alternative strategies to a geographical challenge, taking into account environmental, economic and social factors. Students identify geographically significant questions from observations to frame an inquiry. They evaluate a range of primary and secondary sources to locate useful and reliable information and data. They select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions. They analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms. They propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal.				
<b>Knowledge and Understanding</b>	<b>Unit 1: Landforms and landscapes</b> Different types of landscapes and their distinctive landform features (ACHGK048) Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) Geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) Human causes and effects of landscape degradation (ACHGK051) Ways of protecting significant landscapes (ACHGK052) Causes, impacts and responses to a geomorphological hazard (ACHGK053)		<b>Unit 2: Changing nations</b> Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054) Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences (ACHGK055) Reasons for, and effects of, internal migration in both Australia and China (ACHGK056) Reasons for, and effects of, international migration in Australia (ACHGK058) Management and planning of Australia's urban future (ACHGK059)		
<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 (ACHGS055)	<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 (ACHGS056) 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 (ACHGS057) 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 (ACHGS058)	<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 (ACHGS059) Apply geographical concepts to draw conclusions based on the analysis of data and information collected (ACHGS060)	<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 (ACHGS061)	<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 (ACHGS062)
<b>Civics and Citizenship- recommended 0.5 hrs/week</b>					
<b>Achievement Standard</b>	By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging. When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.				
<b>Knowledge and Understanding</b>	<b>Government and Democracy</b> The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement (ACHCK061) How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action (ACHCK062)	<b>Law and Citizens</b> How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063) The types of law in Australia, including criminal law and civil law, and the place of Aboriginal and Torres Strait Islander customary law (ACHCK064)	<b>Citizenship, diversity and identity</b> The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065) Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066) How national identity can shape a sense of belonging in Australia's multicultural society (ACHCK067)		
<b>Skills Yr 7-8</b>	<b>Questioning and research</b> Develop a range of questions to investigate Australia's political and legal systems (ACHCS068) Identify, gather and sort information and ideas from a range of sources (ACHCS069)	<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 (ACHCS070)	<b>Problem solving and decision-making</b> Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072)	<b>Communication and reflection</b> Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073) Reflect on their role as a citizen in Australia's democracy (ACHCS074)	

Economics and Business- recommended 0.5 hrs/week			
<b>Achievement Standard</b>	<p>By the end of Year 8, students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. They explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Students describe influences on the way people work and factors that may affect work in the future.</p> <p>When researching, students develop questions and gather relevant data and information from different sources to investigate an economic or business issue. They interpret data to identify trends and relationships. They propose a range of alternative responses to an issue and evaluate the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar and unfamiliar problems. Students develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. They identify the effects of an economic or business decision and the potential consequences of alternative actions.</p>		
<b>Knowledge and Understanding</b>	<p>The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027)</p> <p>The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028)</p> <p>The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029)</p> <p>Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030)</p> <p>Influences on the ways people work and factors that might affect work in the future (ACHEK031)</p>		
<b>Skills Yr 7-8</b>	<p><b>Questioning and research</b></p> <p>Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032)</p> <p>Gather relevant data and information from a range of digital, online and print sources (ACHES033)</p>	<p><b>Interpretation and analysis</b></p> <p>Interpret data and information displayed in different formats to identify relationships and trends (ACHES034)</p>	<p><b>Economic reasoning , decision-making and application</b></p> <p>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 (ACHES035)</p> <p>Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES036)</p>
			<p><b>Communication and reflection</b></p> <p>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 (ACHES037)</p>

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 8**
**Science - recommended 2.5 hrs/week**

<b>Achievement Standard</b>	<p>By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the timescales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. They reflect on implications of these solutions for different groups in society.</p> <p>Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.</p>				
<b>Science Understanding</b>	<b>Biological Sciences</b> Cells are the basic units of living things; they have specialised structures and functions (ACSSU149) Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce (ACSSU150)	<b>Chemical Sciences</b> Properties of the different states of matter can be explained in terms of the motion and arrangement of particles (ACSSU151) Differences between elements, compounds and mixtures can be described at a particle level (ACSSU152) Chemical change involves substances reacting to form new substances (ACSSU225)	<b>Earth and Space Sciences</b> Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153)	<b>Physical Sciences</b> Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems (ACSSU155)	
<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 (ACSHE134) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE226)		<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 (ACSHE135) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136)		
<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 (ACSIS139)	<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 (ACSIS140) Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSIS141)	<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 (ACSIS144) Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS145)	<b>Evaluating</b> Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS146) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS234)	<b>Communicating</b> Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS148)

**AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 8**

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 Standards</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 8**

<b>T e c h n o l o g i e s - recommended 2 hrs/week</b>		
	<b>Design and Technologies Yr 7-8</b>	<b>Digital Technologies Yr 7-8</b>
<b>Achievement Standards</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 8**
**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</b> Yr 7-8	<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 for health and wellbeing</b> 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</b> Yr 7-8	<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 8**
**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>	<p>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.</p> <p>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.</p>				
<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>	<p>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/lbu 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.</p> <p>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.</p>				
<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 this may enhance or inhibit understanding [Key

	<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) Create bilingual texts in collaboration with others for the wider community [Key concept: interpretation; Key processes: designing, explaining] (ACLINC060)</p>	<p>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>
<b>Understanding</b>	<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/>)

<b>Achievement Standard</b>	<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, <sup>なん</sup>だれと、何で、いつ、どこで、 using both rehearsed and some spontaneous language, giving opinions and making comparisons, for example, でも or が、わたしはフットボールが好きです。でも、母はフットボールが好きじゃないです。 . 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, 行きます、見ます、来きます), nouns (for example, 先生、父、母、月よう日), adjectives (for example, 早い), and the pronoun 私. They read some compound words such as 日本語. 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, いくつ、何まい、何本、何分. They build cohesion in their texts and elaborate on meaning through the use of grammatical elements such as conjunctions (for example, だから), and adverbs of frequency (for example, いつも), time (for example, 時、半、分、<sup>まえ</sup>前) and direction, for example, みぎ、ひだり、前、うしろ. They use a variety of verb tenses to express ideas and experiences, and a range of particles, such as が、へ、から、まで、 including for example に 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 い and な adjectives when appropriate, and apply the rules of phonetic change to counter classifiers, such as ひとつ、さんぼん、じゅつぶん. They identify and reproduce features of familiar text types such as emails, descriptions and dialogues. They identify words (for example, お母さん and 母), phrases (for example, どうぞよろしく。), prefixes (for example, お and ご), suffixes (for example, ~さん and ~さま) and titles (for example, ~先生) 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, もうすこしがんばりましよう。 . 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>				
<b>Communicating</b>	<p><b>Socialising</b></p> <p>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)</p> <p>Engage in activities that involve collaboration, planning, organising, negotiating and transacting [Key concepts: negotiation, transaction, presentation, instruction; Key processes: planning, budgeting, comparing, sequencing] (ACLJAC164)</p> <p>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></p> <p>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)</p> <p>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></p> <p>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)</p> <p>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></p> <p>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)</p> <p>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></p> <p>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)</p> <p>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>

<b>Understanding</b>	<p><b>Systems of Language</b></p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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></p> <p>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)</p> <p>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></p> <p>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>
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