

AUSTRALIAN CURRICULUM YEARLY OVERVIEW

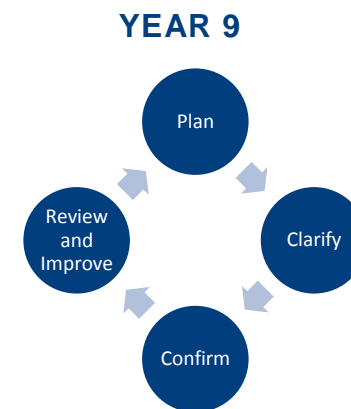
The Board of Studies has approved versions 7.5 and 8+ of the Australian Curriculum for use in schools during 2016. Schools are required to be ready to implement Version 8+ for the start of the 2017 school year. Please refer to the T-10 Curriculum Implementation Timeline for further information.

This yearly overview contains the achievement standards and content descriptions for the Australian Curriculum Version 8+ learning areas in Year 9.

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.



CONTENT

English

- Learning area achievement standards and content descriptions

Health and Physical Education

- Learning area achievement standards and content descriptions

Humanities and Social Sciences

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

The Arts

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

Technologies

- Subject specific achievement standards and content descriptions in Design and Technologies and Digital Technologies

Maths

- Learning area achievement standards and content descriptions

Science

- Learning area achievement standards and content descriptions

Languages

- Chinese: second language learner pathway years F-10
- Japanese: second language learner pathway years F-10
- Indonesian: second language learner pathway years F-10

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
E n g l i s h – recommended 3hrs/week

Achievement Standard	Receptive modes (listening, reading and viewing) By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.				Productive modes (speaking, writing and creating) Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.			
	Language variation and change Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550)	Language for social interaction Understand that roles and relationships are developed and challenged through language and interpersonal skills (ACELA1551)	Evaluative language Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	Purpose audience and structures of different types of texts Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)	Text cohesion Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	Punctuation Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Sentence and clause level grammar Explain how authors creatively use the structures of sentences and clauses for particular effects (ACELA1557)	
Language	Word-level grammar Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text (ACELA1559)		Visual language Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)		Vocabulary Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)		Alphabet and phonic knowledge <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>	Spelling Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech (ACELA1562)
	How texts reflect the content of culture and situation in which they were created Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	Personal responses to the ideas, characters and viewpoints in texts Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Expressing preferences and evaluating texts Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634) Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	Features of literary texts Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style (ACELT1636)	Language devices in literary texts, including figurative language Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637) Analyse text structures and language features of literary texts, and make relevant comparisons with other texts (ACELT1772)	Creating literary texts Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	Experimentation and adaptation Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and pun and the use of hyperlink (ACELT1638)	
Literacy	Texts and the contexts in which they are used Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	Listening and speaking interactions Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Listening and speaking interactions Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811)	Oral presentations Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	Purpose and audience Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)	Reading processes Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	Comprehension strategies Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	
	Analysing and evaluating texts Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)		Creating texts Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)		Editing Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	Handwriting <i>This sequence ends at this year level</i>		Use of software Use a range of software, including word processing programs, flexibly and imaginatively to publish texts (ACELY1748)

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
M a t h e m a t i c s – recommended 3 hrs/week

Achievement Standard	<p>By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.</p> <p>Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.</p>				
Proficiency Strands	Understanding Includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles	Fluency Includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms	Problem solving Includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right angle trigonometry and collecting data from secondary sources to investigate an issue	Reasoning Includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.	<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>
Number and Algebra	Number and place value This sequence ends at year 8	Real numbers Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208) Apply index laws to numerical expressions with integer indices (ACMNA209) Express numbers in scientific notation (ACMNA210)	Money and financial mathematics Solve problems involving simple interest (ACMNA211)	Patterns and algebra Extend and apply the index laws to variables, using positive integer indices and the zero index (ACMNA212) Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate (ACMNA213)	Linear and non-linear relationships Find the distance between two points located on the Cartesian plane using a range of strategies, including graphing software (ACMNA214) Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software (ACMNA294) Sketch linear graphs using the coordinates of two points and solve linear equations (ACMNA215) Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296)
Measurement and Geometry	Using units of measurement Calculate areas of composite shapes (ACMMG216) Calculate the surface area and volume of cylinders and solve related problems (ACMMG217) Solve problems involving the surface area and volume of right prisms (ACMMG218) Investigate very small and very large time scales and intervals (ACMMG219)	Shape <i>This sequence ends at Year 7</i>	Geometric Reasoning Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar (ACMMG220) Solve problems using ratio and scale factors in similar figures (ACMMG221)	Pythagoras and trigonometry Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles (ACMMG222) Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles (ACMMG223) Apply trigonometry to solve right-angled triangle problems (ACMMG224)	
Statistics and probability	Chance List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events (ACMSP225) Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' (ACMSP226) Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227)		Data representation and interpretation Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228) Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal' (ACMSP282) Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283)		

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
Humanities and Social Sciences Subjects
History – recommended 1.25 hrs/week

Achievement Standard	<p>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</p> <p>Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>						
Knowledge and Understanding	<p>Overview</p> <p>Overview content for the making of the modern world includes the following:</p> <ul style="list-style-type: none"> • the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia (ACOKFH016) • the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) (ACOKFH015) • the extent of European imperial expansion and different responses, including in the Asian region (ACOKFH017) • the emergence and nature of significant economic, social and political ideas in the period, including nationalism (ACOKFH019) <p>There are three depth studies for this historical period. For each depth study, there are up to three electives that focus on a particular society, event, movement or development. <u>It is expected that ONE elective will be studied in detail.</u> 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 overview content and/or with other depth study electives.</p> <table border="1" data-bbox="246 829 2914 1654"> <tr> <td data-bbox="246 829 1305 1654"> <p>1. Making a Better World?</p> <p>Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Progressive ideas and movements or Movement of peoples. The study includes the causes and effects of the development, and the Australian experience.</p> <p>The Industrial Revolution (1750 – 1914)</p> <p>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (ACDSEH017)</p> <p>The population movements and changing settlement patterns during this period (ACDSEH080)</p> <p>The experiences of men, women and children during the Industrial Revolution, and their changing way of life (ACDSEH081)</p> <p>The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication (ACDSEH082)</p> <p>Or Progressive ideas and movements (1750 – 1918)</p> <p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism (ACDSEH019)</p> <p>Reasons why ONE key idea emerged and/or developed a following (ACDSEH086)</p> <p>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups (ACDSEH087)</p> <p>The short and long-term impacts of ONE of these ideas on Australia and the world (ACDSEH088)</p> <p>Or Movement of peoples (1750 – 1901)</p> <p>The influence of the Industrial Revolution on the movement of peoples throughout the world, including the transatlantic slave trade and convict transportation (ACDSEH018)</p> <p>Experiences of slaves, convicts and free settlers upon departure, their journey abroad, and their reactions on arrival, including the Australian experience (ACDSEH083)</p> <p>Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia (ACDSEH084)</p> <p>The short and long-term impacts of the movement of peoples during this period (ACDSEH085)</p> </td> <td data-bbox="1305 829 2151 1654"> <p>2. Australia and Asia</p> <p>Students investigate the history of an Asian society OR Australia in the period 1750 – 1918 in depth</p> <p>Asia and the world</p> <p>Key features (social, cultural, economic, political) of ONE Asian society at the start of this period (ACDSEH093)</p> <p>Change and continuity in the Asian society during this period, including any effects of contact (intended and unintended) with European power(s) (ACDSEH094)</p> <p>The position of the Asian society in relation to other nations in the world around the turn of the twentieth century (that is 1900), including the influence of key ideas such as nationalism (ACDSEH142)</p> <p>The significance of ONE key event that involved the Asian society and European power(s), including different perspectives of the event at the time (ACDSEH141)</p> <p>Or Making a nation</p> <p>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples (ACDSEH020)</p> <p>Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) (ACDSEH089)</p> <p>Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)</p> <p>Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia’s system of government and women’s voting rights (ACDSEH091)</p> <p>Laws made by federal Parliament between 1901-1914 including the Harvester Judgment, pensions, and the Immigration Restriction Act (ACDSEH092)</p> </td> <td data-bbox="2151 829 2914 1654"> <p>3. 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Skills Yr 9-10	<p>Chronology, terms and concepts</p> <p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)</p> <p>Use historical terms and concepts (ACHHS165)</p>	<p>Historical Questions and research</p> <p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)</p> <p>Evaluate and enhance these questions (ACHHS167)</p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS168)</p>	<p>Analysis and use of resources</p> <p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</p> <p>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</p> <p>Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</p>	<p>Perspectives and interpretations</p> <p>Identify and analyse the perspectives of people from the past (ACHHS172)</p> <p>Identify and analyse different historical interpretations (including their own) (ACHHS173)</p>	<p>Explanation and communication</p> <p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)</p> <p>Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)</p>		

Geography – recommended 1.25 hrs/week					
Achievement Standard	<p>By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.</p> <p>Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.</p>				
Knowledge and Understanding	Biomes and Food security <ul style="list-style-type: none"> Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061) Environmental, economic and technological factors that influence crop yields in Australia and across the world (ACHGK062) Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) The capacity of the world's environments to sustainably feed the projected future global population (ACHGK064) 		Geographies of interconnectedness <ul style="list-style-type: none"> The perceptions people have of place, and how these influence their connections to different places (ACHGK065) The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066) The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) 		
Inquiry and Skills Yr 9-10	Observing questioning and planning Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts (ACHGS063)	Collecting, recording, evaluating and representing Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066)	Interpreting, analysing and concluding Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069)	Communicating Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)	Reflecting and responding Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071)
Civics and Citizenship – recommended 0.5 hr/week					
Achievement Standard	<p>By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.</p> <p>When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.</p>				
Knowledge and Understanding	Government and Democracy The role of political parties and independent representatives in Australia's system of government, including the formation of governments (ACHCK075) How citizens' political choices are shaped, including the influence of the media (ACHCK076) The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet (ACHCK103)	Law and Citizens The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements (ACHCK077) The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal (ACHCK078)	Citizenship, diversity and identity How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) How ideas about and experiences of Australian identity are influenced by global connectedness and mobility (ACHCK081)		
Skills Yr 9-10	Questioning and research Develop, select and evaluate a range of questions to investigate Australia's political and legal systems (ACHCS082) Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083)	Analysis, synthesis and interpretation Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) Account for different interpretations and points of view (ACHCS085)	Problem solving and decision-making Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087)	Communication and reflection Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089)	

Economics and Business – recommended 1.25 hrs/week

Achievement Standard	<p>By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.</p> <p>When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.</p>			
Knowledge and Understanding	<p>Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038)</p> <p>Why and how participants in the global economy are dependent on each other (ACHEK039)</p> <p>Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040)</p> <p>The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041)</p> <p>The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042)</p>			
Skills Yr 9-10	<p>Questioning and research</p> <p>Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043)</p> <p>Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044)</p>	<p>Interpretation and analysis</p> <p>Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045)</p>	<p>Economic reasoning , decision-making and application</p> <p>Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046)</p> <p>Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations (ACHES047)</p>	<p>Communication and reflection</p> <p>Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048)</p> <p>Reflect on the intended and unintended consequences of economic and business decisions (ACHES049)</p>

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
Science – recommended 3 hrs/week

Achievement Standard	<p>By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.</p> <p>Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>				
Science Understanding	Biological Sciences Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175) Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)	Chemical Sciences All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms (ACSSU177) Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed (ACSSU178) Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (ACSSU179)	Earth and Space Sciences The theory of plate tectonics explains global patterns of geological activity and continental movement (ACSSU180)	Physical Sciences Energy transfer through different mediums can be explained using wave and particle models (ACSSU182)	
Science as Human Endeavour	Nature and Development of Science Scientific understanding, including models and theories, is contestable and is refined over time through a process of review by the scientific community (ACSHE157) Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries (ACSHE158)		Use and Influences of science People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities (ACSHE160) Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)		
Science Inquiry Skills	Questioning and predicting Formulate questions or hypotheses that can be investigated scientifically (ACSIS164)	Planning and conducting Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165) Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166)	Processing and analysing data and information Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies (ACSIS169) Use knowledge of scientific concepts to draw conclusions that are consistent with evidence (ACSIS170)	Evaluating Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171) Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS172)	Communicating Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174)

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9

The Arts – recommended 2 hrs/week					
	Dance Yr 9-10	Drama Yr 9-10	Media Arts Yr 9-10	Music Yr 9-10	Visual Arts Yr 9-10
Achievement Standard	By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance. Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.	By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.	By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks. Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.	By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.	By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.
<i>Exploring ideas and improvising with ways to represent ideas</i>	Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020)	Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073)	Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099)	Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)
<i>Manipulating and applying the elements/concepts with intent</i>	Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)	Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)	Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100)	Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126)
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)	Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)	Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style (ACAMAM075)	Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101)	Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)
<i>Structuring and organising ideas into form</i>	Structure dances using movement motifs, choreographic devices and form (ACADAM023)	Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)	Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076)	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)	Plan and design artworks that represent artistic intention (ACAVAM128)
<i>Sharing artworks through performance, presentation or display</i>	Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent (ACADAM024)	Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)	Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)	Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103)	Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)
<i>Analysing and reflecting upon intentions</i>	Evaluate their own choreography and performance, and that of others to inform and refine future work (ACADAR025)	Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)	Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104)	Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130)
<i>Responding to and interpreting artworks</i>	Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)	Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama making, starting with drama from Australia and including drama of Aboriginal and Torres Strait Islander Peoples, and consider drama in international contexts (ACADRR053)	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)	Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
T e c h n o l o g i e s – recommended 2 hrs/week

Technologies – recommended 2 hrs/week	
Design and Technologies Yr 9-10	Digital Technologies Yr 9-10
<p>Achievement Standard</p> <p>By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.</p> <p>Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.</p>	<p>By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.</p> <p>Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.</p>
<p>Knowledge and Understanding</p> <p>Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)</p> <p>Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041)</p> <p><i>By the end of Year 10 students will have had the opportunity to design and produce designed solutions for one or more of the technologies contexts below.</i></p> <p>Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)</p> <p>Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044)</p> <p>Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045)</p> <p>Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)</p> <p>Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create Processes and designed solutions (ACTDEK047)</p>	<p>Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems (ACTDIK034)</p> <p>Analyse simple compression of data and how content data are separated from presentation (ACTDIK035)</p>
<p>Processes and Production Skills</p> <p>Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048)</p> <p>Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049)</p> <p>Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050)</p> <p>Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051)</p> <p>Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)</p>	<p>Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036)</p> <p>Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037)</p> <p>Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038)</p> <p>Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics (ACTDIP039)</p> <p>Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases (ACTDIP040)</p> <p>Implement modular programs, applying selected algorithms and data structures including using an object oriented programming language (ACTDIP041)</p> <p>Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)</p> <p>Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)</p> <p>Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)</p>

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
Health and Physical Education – recommended 2 hrs/week

Achievement Standard	<p>By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>		
Personal, Social and Community Health Yr 9-10	Being Healthy Safe and active Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) Examine the impact of changes and transitions on relationships(ACPPS090) Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091) Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	Communicating and interacting for health and wellbeing Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	Contributing to healthy and active communities Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097) Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)
Movement and Physical Activity Yr 9-10	Moving our body Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099) Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)	Understanding Movement Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102) Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103) Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)	Learning through movement Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106) Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

AUSTRALIAN CURRICULUM YEARLY OVERVIEW – YR 9
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/>)

Achievement Standard	By the end of Year 10, students use spoken and written Chinese to sustain extended interactions with familiar and unfamiliar participants in a range of contexts (for example, interacting with Chinese-speaking students online; using Chinese to ask about items in a local Chinese grocery). Students use pinyin to transcribe spoken texts and use characters to create written texts. They identify key ideas and compare information from multiple sources (such as 新闻, 访谈, podcast, 纪录片) to develop and substantiate their own position on topics of personal interest or issues of broader significance. They exchange ideas and opinions, for example, 为什么学中文很重要? ; 澳大利亚的语言; 好用的手机app, 我不太同意你的说法, 因为...你觉得呢? ; 虽然你说得有道理, 但是... 所以我觉得... They speak with attention to pronunciation and tone. Students respond to and create a range of short informative and imaginative texts for a variety of audiences and purposes, for example, 什么是最健康的食物? 如果我...的话. They use a range of sentence structures and grammatical features to develop cohesion and coherence in these texts, including prepositional phrases to describe participants (for example, 我和 / 跟妈妈去买东西), and adverbs to express time, tense and frequency of events, for example, 总是, 还没有. They use conjunctions (for example, 虽然如此..., 尽管这样...但是...) and apply a range of stylistic devices such as rhetorical questions, quotes and 成语. They translate texts and produce bilingual texts, recognising that not all concepts can be readily translated Chinese and English. They engage with a range of imaginative texts, for example, 娱乐节目-小品, 合唱, 音乐录影, 流行歌曲比赛, 电视片, 电影. Students recognise how writers and speakers, including themselves, make deliberate choices when using language features and text structures. They recognise that language is dynamic and is influenced by time, place, setting, participants and contexts. When interacting with a range of texts they identify how audience and purpose shape their own and others' language choices and interpretation of these texts. They explain how features of Chinese culture and language shape their own and others' communication practices. Students reflect on how their own cultural experience impacts on interactions with Chinese speakers.				
Communicating	Socialising Exchange and elaborate on suggestions and opinions in spoken interactions related to planning and negotiating activities and events, adjusting spoken language for familiar and unfamiliar participants, purposes and contexts [Key concepts: celebrity, leisure and recreation, built and natural environment; Key processes: planning, negotiating, deciding] (ACLCHC065)	Informing Analyse, compare and present perspectives on topics of interest, identifying the different ways emotions, intentions and ideas are expressed [Key concepts: celebrity, leisure and recreation, place, education, youth, space; Key processes: comparing, contrasting, negotiating, deciding, persuading] (ACLCHC067) Collate and present different perspectives on a range of issues from different sources [Key concepts: ideograph, issues, career, future; Key processes: extracting, collating, identifying] (ACLCHC068)	Creating Engage with a range of performance-based imaginative texts, and respond by discussing attitudes portrayed, expressing opinions, explaining themes, discussing characters, and considering language use and cultural meanings, and apply this knowledge to create imaginative texts [Key concepts: imagination, creativity, emotion, love, hate; Key processes: expressing, responding] (ACLCHC069) Create written imaginative texts that express aspects of Chinese culture for different audiences and identify how some concepts can be readily translated between Chinese and English and some do not [Key concepts: values, tradition; Key processes: creating, expressing, reading, writing] (ACLCHC070)	Translating Translate a range of Chinese texts and identify how some concepts can be readily translated between Chinese and English and some do not [Key concepts: semantics, syntax; Key processes: translating, interpreting] (ACLCHC071) Create bilingual texts, identifying similarities between Chinese and English syntax and vocabulary, and explaining how these similarities can be used when transferring culture- or context-specific ideas from Chinese into English [Key concepts: similarities, cultural positioning, sensitivity; Key processes: translating, captioning] (ACLCHC072)	Reflecting Compare the experiences of young Australians with those of young people in Chinese-speaking communities, reflecting on how these diverse experiences affect individuals' identity, attitudes and beliefs [Key concepts: behaviour, youth, lifestyle, social distance; Key processes: comparing, contrasting, reflecting] (ACLCHC073)
Understanding	Systems of Language Explain differences in intonation, rhythm and sounds when listening to speakers of different ages, genders and social positions (ACLCHU074) Relate prior knowledge of character form and function to infer information about the sound and meaning of unfamiliar characters (ACLCHU075) Analyse and examine how effective authors control sentence structure and use language to engage their audience (ACLCHU076) Compare the purposes, text structures and language features of traditional and contemporary texts (ACLCHU077)		Language Variation and Change Explain the dynamic nature of the Chinese language and how changes over time are influenced by local and global contexts and cultures (ACLCHU078) Explain how language defines people's roles as outsiders or insiders in groups and cultures (ACLCHU079)		The role of Language and Culture Analyse the ways in which language choices reflect cultural practices and values and how language is used to express familiarity and distance between participants in interactions (ACLCHU080)

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/>)

Achievement Standard	By the end of Year 10, students use Indonesian to communicate with teachers, peers and others in a range of settings and for a range of purposes. They pronounce the sounds <i>ngg</i> and <i>ng</i> , as well as <i>sy</i> (for example, <i>masyarakat</i>) and <i>kh</i> (for example, <i>akhir</i>), and use stress to create fluency in sentences. Students use and respond to open-ended questions such as <i>Berapa lama? Dulu, apakah...? Kapan Anda...? Yang mana? Sudah pernah?</i> and use strategies for initiating, sustaining and concluding oral and written exchanges. They locate, synthesise and evaluate specific details and gist from a range of texts. Students create a range of personal, informative and imaginative texts with some evidence of self-correction strategies. They include time markers such as <i>Pada suatu hari, Keesokan harinya, Kemudian</i> , and conjunctions such as <i>namun, supaya, karena itu</i> , to extend meanings such as in stories, comics, and written and oral reports. Students use <i>yang</i> to expand descriptions and ideas, and incorporate some object-focus construction to vary expression. They express opinions such as using <i>Dari pihak saya</i> , make comparisons such as using <i>dibandingkan dengan</i> , and incorporate emotions and humour. Students describe possibilities using terms such as <i>kalau-kalau</i> and <i>andaikata</i> , and express aspirations such as using <i>Pada masa depan, mudah-mudahan, saya berharap</i> . They translate texts and create bilingual texts, relying on textual features, patterns and grammatical knowledge, and comment on how meaning can vary across languages and cultures, such as the use of idioms and culture-specific terms. Students state reactions to intercultural experiences, and discuss their assumptions, interpretations, and any adjustments to their language use. Students know that spoken and written Indonesian vary, identifying informal usage such as <i>nggak</i> and <i>aja</i> , exclamations such as <i>kok</i> and <i>dong</i> , and the dropping of prefixes, for example, <i>Dia (mem) beli mobil baru</i> . They show awareness of contractions (for example, <i>ortu, angkot</i>), acronyms such as <i>SMU</i> and <i>hp</i> , and abbreviations such as texting language (for example, <i>jln, sekolah and mkn</i>). Students use metalanguage to discuss possessive and noun–adjective word order, and use knowledge of the base word and affixation system to predict meaning and decode new words using dictionaries. They know that language is used to create particular effects and influence others, such as through the use of imperatives and rhetorical devices. Students know that Indonesian is a national language that, for the majority of Indonesians, may be one of a number of known languages. They explain aspects of Indonesian language and culture, including concepts of diversity and <i>nasib</i> , and the importance of language, religion and ethnicity as identity markers. Students make connections between language use and cultural practices, values and assumptions, both in Indonesian and in their own language use.
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<p>Communicating</p> <p>Socialising Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations [Key concepts: youth, memory; Key processes: developing relationships, building connections] (ACLINC069) Take responsibility by initiating interactions, solving problems and encouraging others to act [Key processes: discussing, persuading] (ACLINC070) Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning [Key concept: metalanguage; Key processes: justifying, reflecting] (ACLINC071)</p>	<p>Informing Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas [Key concepts: representation, bias; Key processes: synthesising, evaluating] (ACLINC072) Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest [Key concepts: society, environment, media; Key processes: constructing, persuading] (ACLINC073)</p>	<p>Creating Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects [Key concept: values; Key processes: analysing, interpreting, modifying; Key text types: song, poetry, script] (ACLINC074) Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences [Key concept: entertainment; Key processes: expressing, adapting; Key text types: drama, poetry, rap, cartoon] (ACLINC075)</p>	<p>Translating Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented [Key concept: representation; Key processes: interpreting, comparing, explaining] (ACLINC076) Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community [Key concept: bilinguality; Key processes: adjusting, interpreting, reflecting] (ACLINC077)</p>	<p>Reflecting Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives [Key concept: mutual understanding; Key processes: adapting, taking responsibility] (ACLINC078) Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience [Key concepts: image, identity; Key processes: explaining, reflecting] (ACLINC079)</p>
<p>Understanding</p> <p>Systems of language Understand pronunciation and intonation conventions, and apply to new words with affixation and a range of complex sentences [Key concept: fluency; Key processes: prioritising, emphasising] (ACLINU080) Analyse complex noun and verb forms, and recognise when and how to use object-focus construction [Key concept: passive voice, transitivity; Key processes: analysing, manipulating] (ACLINU081) Recognise the purpose and features of a range of texts such as persuasive, argumentative and expository texts [Key concepts: perspective, nuance; Key processes: analysing, correlating] (ACLINU082)</p>		<p>Language variation and change Analyse the ways in which Indonesian varies according to spoken and written forms, cultural context and subcultures [Key concepts: norms, variation; Key processes: analysing, explaining] (ACLINU083) Understand the power of language to influence people's actions, values and beliefs, and appreciate the value of linguistic diversity [Key concept: power; Key processes: critical analysis, appreciating] (ACLINU084)</p>	<p>Role of language and culture Understand that Indonesian language and culture, like all languages and cultures, are interrelated; they shape and are shaped by each other, in a given moment and over time [Key concept: interdependence; Key processes: investigating, reflecting] (ACLINU085)</p>	

Languages : J a p a 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/>)

<p>Achievement Standard</p>	<p>By the end of Year 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of あいづち. They ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs such as ぜんぜん or かなり. Students begin to use plain form to communicate with their peers. They use kanji to read and write verbs, for example, 思います、来ます、聞きます、食べます、飲みます, nouns, for example, 新聞、会話、外国語 and adjectives, for example, 早い、上手な、下手な. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts, such as films, blogs, brochures, itineraries and journals. They predict the meaning of unfamiliar words and expressions from context, grammatical knowledge and familiar kanji, and by drawing on their knowledge of textual characteristics and features. Students produce informative and imaginative texts, appropriate to audience and purpose, using the て form and plain form to express preferences, permission and prohibition and to describe past experiences. They build cohesion and complexity in written texts by using conjunctions, such as ですから、けれども, and indicate frequency by using a range of intensifiers, for example, よく、たいてい. Students discriminate appropriately in their use of kanji, hiragana and katakana. They translate and interpret texts, explaining words and expressions that are difficult to translate or that have embedded cultural meanings, such as にゅうがくしき、おぼん、サラリーマン. They discuss elements of interaction in Japanese, such as the importance and use of あいづち in meaning-making. They make connections and comparisons between their own and others' culturally shaped perspectives, reflecting on the influence of perspectives on intercultural communication.</p> <p>Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. They distinguish, for example, between おくりがな and ふりがな, and understand the concept of おん/くん readings. They identify multiple readings of kanji, and begin to use kanji radicals as a tool for indicating meaning. Students use the て form and plain form verbs as a basis for grammar conjugations. They use metalanguage to describe and compare language features and rules of sentence construction. Students choose です/ます or plain form based on age, relationship, familiarity and context. They identify hybrid terms that combine Japanese and English, such as コピー、オーガナイズする、ダンスする. They explain how key Japanese cultural values such as community, うちそと and humility, 内 / 外 and humility, いいえ、まだです., and consideration of others are reflected in language and behaviours.</p>
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<p>Communicating</p>	<p>Socialising Engage in discussions and comparisons of young people's interests, activities and lifestyles [Key concepts: perspectives, relationships, youth culture, social practices; Key processes: discussing, describing, reciprocating] (ACLJAC181) Collaborate, plan and manage activities, events or experiences, such as hosting a Japanese class or visitor, going to a restaurant, or preparing for a real or virtual event, trip or excursion [Key concepts: collaboration, intercultural experience, active learning; Key processes: planning, cooperating, rehearsing, mediating] (ACLJAC182) Develop language to reflect on the experience of learning and using Japanese [Key concepts: metalanguage, reflection, review; Key processes: expressing, analysing, comparing, evaluating] (ACLJAC183)</p>	<p>Informing Analyse ideas presented in a range of texts, identifying context, purpose and intended audience [Key concepts: register, standpoint, representation, themes; Key processes: scanning, summarising, comparing, analysing] (ACLJAC184) Present different types of information for specific purposes and contexts using appropriate formats and styles of presentation [Key concepts: social media, promotional material; Key processes: composing, selecting, editing, presenting] (ACLJAC185)</p>	<p>Creating Identify how expressive and imaginative texts create humorous, emotional or aesthetic effects that reflect cultural values or experiences [Key concepts: humour, emotion, effects, culture; Key processes: interpreting, evaluating, analysing, comparing] (ACLJAC186) Create a variety of imaginative texts to express ideas, attitudes and values that suggest intercultural comparisons [Key concepts: imagination, stimulus, context, values; Key processes: adapting, creating, interpreting, expressing, engaging, performing] (ACLJAC187)</p>	<p>Translating Compare translations of different types of texts, including versions obtained from digital translators, considering differences in interpretation and how language reflects elements of culture [Key concepts: meaning, interpretation, cultural expression; Key processes: translating, comparing, analysing, reviewing] (ACLJAC188) Create bilingual texts in Japanese and English for a range of communicative and informative purposes, incorporating oral, written and visual elements [Key concepts: bilingual learning resources, bicultural contexts; Key processes: classifying, translating, glossing, referencing, mediating] (ACLJAC189)</p>	<p>Reflecting Monitor language choices when using Japanese and take responsibility for modifying language and behaviours to assist intercultural communication [Key concepts: reciprocity, intercultural experience; Key processes: reflecting, evaluating, exemplifying, comparing] (ACLJAC190) Reflect on cultural differences between Japanese- and English-language communication styles and on how these affect intercultural interactions [Key concepts: identity, culture, communication; Key processes: comparing, analysing, evaluating, profiling] (ACLJAC191)</p>
<p>Understanding</p>	<p>Systems of Language Understand intonation and phrasing patterns in both informal and formal speech, and recognise multiple readings of familiar kanji in different compounds [Key concepts: phrasing, intonation, variation, meaning; Key processes: identifying, discriminating] (ACLJAU192) Use knowledge of familiar kanji to predict meaning of unknown words [Key concepts: script conventions, kanji readings, radicals; Key processes: recognising, discriminating, writing, decoding] (ACLJAU193) Understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations [Key concepts: metalanguage, plain form, ㇿ form conjugation, word functions; Key processes: identifying, defining, classifying, sequencing] (ACLJAU194)</p>	<p>Language variation and change Analyse variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: うちそと / 内 / 外, respect, social relations, variation, register; Key processes: selecting, applying, comparing, evaluating] (ACLJAU196) Investigate changes to Japanese and other languages and cultures, identifying factors such as education, media and new technologies, popular culture and intercultural exchange [Key concepts: globalisation, exchange, influence, contemporary culture, language revival/reclamation; Key processes: mapping, classifying, analysing, reviewing] (ACLJAU197)</p>	<p>Role and Language and Culture Understand that the Japanese language carries embedded cultural information and assumptions that can be difficult for speakers of other languages to interpret [Key concepts: intercultural exchange, meaning, reciprocity, values; Key processes: analysing, questioning, discussing] (ACLJAU198)</p>		