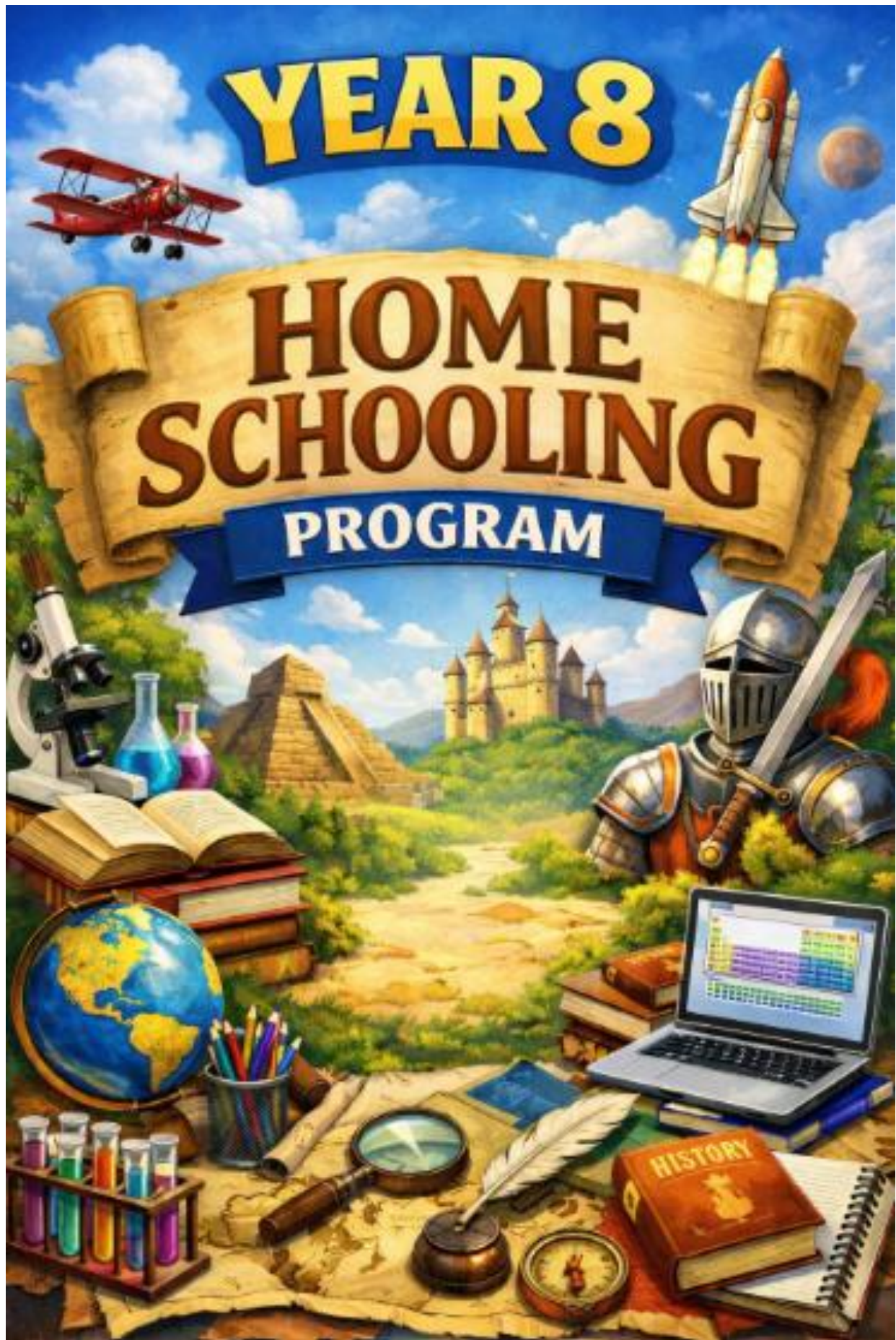




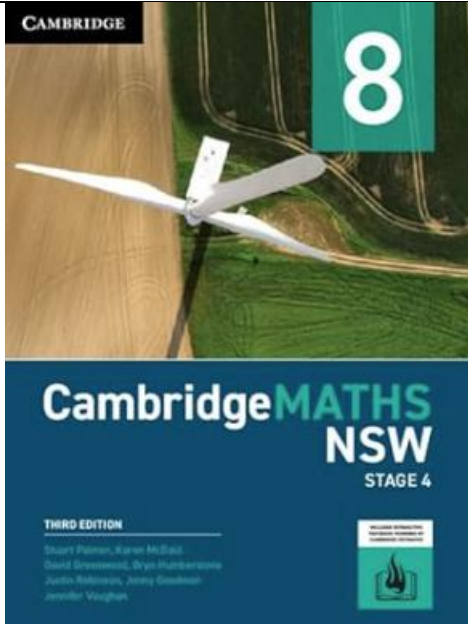
Subjects

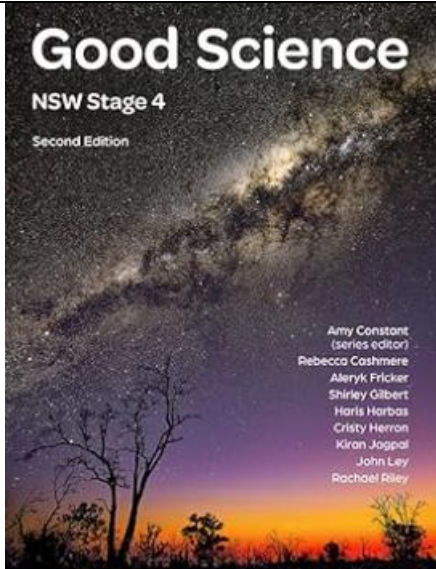
Subjects	Hours
English	100
Mathematics	100
Science	100
Arabic	100 (Years 7-8)
Music	100 (Years 7-8)
Visual Arts	100 (Years 7-8)
Geography	100 (Years 7-8)
History	100 (Years 7-8)
PDHPE	150 (Years 7-8)
Technology Mandatory	200 (Years 7-8)

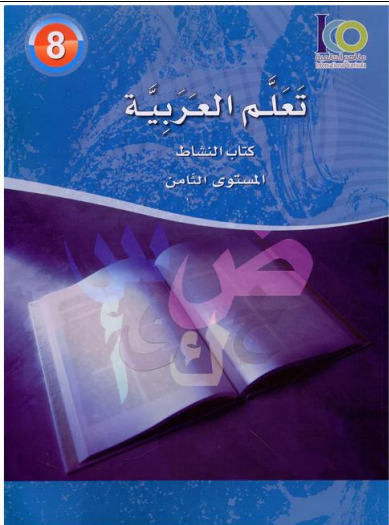
Prescribed Texts

English	
Texts	Store
Module A: Story 1: Extract from <i>Hitler's Daughter</i> Story 2: Extract from <i>Benny and Omar</i> Story 3: The Sunflower by Mohammad Safi Story 4: Legacy Story 5: A Child in the Dark, and a Foreign Father by Henry Lawson Story 6: The Dark Dame Rises Story 7: Extract from From Kinglake to Kabul Story 8: Extract from The Binna Binna Man Picture book: The Rabbits Module B: Poem 1: <i>Multicultural Uncultured</i> by Josephine Parsons Poem 2: <i>My Australia</i> by Sara Mansour Poem 3: <i>My Dear Prison Officer</i> by Negar Rezvani Poem 4: <i>Burning Rice</i> by Eileen Chong Poem 5: <i>Invisible Spears</i> by Ellen van Neerven Poem 6: <i>Ode to Rugby League</i> by Thomas Keneally Speech 1: <i>Racism and the Australian Dream</i> by Stan Grant https://theconversation.com/au/topics/australian-identity-12531	Modules A and B Reader.

Module C: Novel: The Bone Sparrow by Zana Fraillon Films: Films on refugees (refugeecouncil.org.au) Module D: Play: <i>Animal Farm</i> by Peter Hall	Module C: The Bone Sparrow by Zana Fraillon https://amzn.to/4psXpxm Module D: https://amzn.to/4sATPEi
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Mathematics	
Textbook	Store
	https://amzn.to/49le8xX

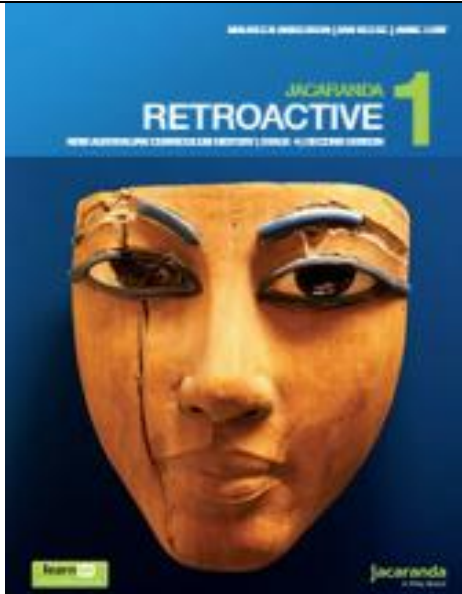
Science	
Textbook	Store
 Good Science NSW Stage 4 Second Edition Amy Constant (series editor) Rebecca Cashmere Aleryk Fricker Shirley Gilbert Haris Harbas Cristy Herron Kiran Jaggal John Lay Rachael Riley	https://amzn.to/3LIYYza

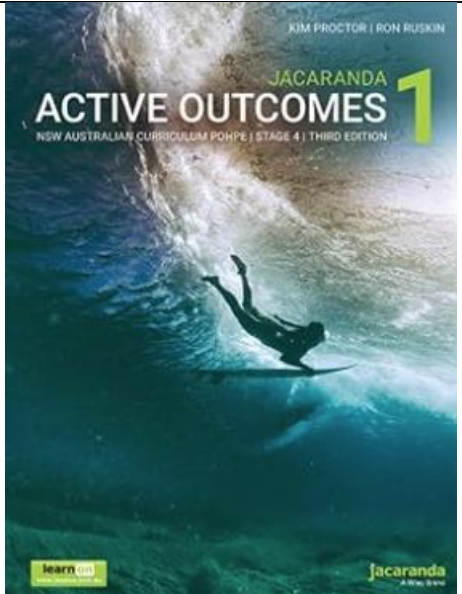
Arabic	
Textbook	Store
 8 تعلم العربية كتاب النشاط المستوى الثامن	Part 1: Click here

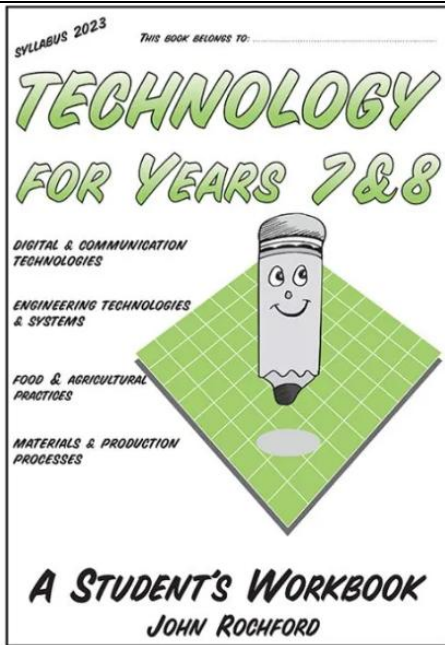
Music	
Textbook	Store
No textbook.	

Visual Arts	
Textbook	Store
	Click here

Geography	
Textbook	Store
	https://amzn.to/4stLMbZ

History	
Textbook	Store
	https://amzn.to/4pN33ux

PDHPE	
Textbook	Store
	https://amzn.to/3NzN59l

Technology Mandatory	
Workbook	Store
	Click here

Timetable

Year 8 Timetable								
Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
5am-9am								
9am-10am	English	English	English	English	English			
10am-11am	Maths	Maths	Maths	Maths	Maths			
11am-12pm	Science	Science	Science	Science	Science			
1pm-2pm	Lunch	Lunch	Lunch	Lunch	Lunch			
2pm-3pm	History	Geography	History	Geography	Music			
3pm-4pm	PDPHPE	Arabic	PDHPE	Arabic	Visual Arts			
4pm-5pm	Technology	Music	Technology	Visual Arts				
5pm-6pm								
6pm-7pm								
7pm-								

Programs

English

Rationale

With the release of the 3–10 outcomes and content the English K–10 rationale has been updated.

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

English Scope and Sequence

ENGLISH TERM 1 (Recommended time: 10 weeks)			
Program	Module A: Mastery of Writing		
Focus area(s)	Reading, viewing and listening to texts Understanding and responding to texts A, B, C Expressing ideas and composing texts A, B		
Content Group	Reading, viewing and listening to texts Reading, viewing and listening skills Reading, viewing and listening for meaning Reading for challenge, interest and enjoyment Reflecting	Understanding and responding to texts A Representation Code and convention Connotation, imagery and symbol Point of view Characterisation Narrative Understanding and responding to texts B Theme Perspective and context Argument and authority Style Understanding and responding to texts C Genre Intertextuality Literary value	Expressing ideas and composing texts A Writing Representing Speaking Text features Text features: imaginative Text features: informative and analytical Text features: persuasive Sentence-level grammar and punctuation Word-level language Expressing ideas and composing texts B Planning, monitoring and revising Reflecting
Text Requirements	Story 1: Extract from <i>Hitler's Daughter</i> Story 2: Extract from <i>Benny and Omar</i> Story 3: <i>The Sunflower</i> by Mohammad Safi Story 4: <i>Legacy</i> Story 5: <i>A Child in the Dark, and a Foreign Father</i> by Henry Lawson Story 6: <i>The Dark Dame Rises</i> Story 7: Extract from <i>From Kinglake to Kabul</i> Story 8: Extract from <i>The Binna Binna Man</i> <i>The Rabbits</i>		
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01		
Assessment	Assessment 1: Hybrid Imaginative Response and Reflective Response		

ENGLISH TERM 2 (Recommended time: 10 weeks)			
Program	Module B: Close Study of Texts		
Focus area(s)	Reading, viewing and listening to texts Understanding and responding to texts A, B, C Expressing ideas and composing texts A, B		
Content Group	Reading, viewing and listening to texts Reading, viewing and listening skills Reading, viewing and listening for meaning Reading for challenge, interest and enjoyment Reflecting	Understanding and responding to texts A Representation Code and convention Connotation, imagery and symbol Point of view Characterisation Narrative Understanding and responding to texts B Theme Perspective and context Argument and authority Style Understanding and responding to texts C Genre Intertextuality Literary value	Expressing ideas and composing texts A Writing Representing Speaking Text features Text features: imaginative Text features: informative and analytical Text features: persuasive Sentence-level grammar and punctuation Word-level language Expressing ideas and composing texts B Planning, monitoring and revising Reflecting
Text Requirements	Poem 1: <i>Multicultural Uncultured</i> by Josephine Parsons Poem 2: <i>My Australia</i> by Sara Mansour Poem 3: <i>My Dear Prison Officer</i> by Negar Rezvani Poem 4: <i>Burning Rice</i> by Eileen Chong Poem 5: <i>Invisible Spears</i> by Ellen van Neerven Poem 6: <i>Ode to Rugby League</i> by Thomas Keneally Speech 1: Stan Grant: Racism and the Australian Dream https://theconversation.com/au/topics/australian-identity-12531		
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01		
Assessment	Assessment 2: Hybrid Persuasive and Discursive Responses		

ENGLISH TERM 3 (Recommended time: 10 weeks)			
Program	Module C: Texts and Contexts		
Focus area(s)	Reading, viewing and listening to texts Understanding and responding to texts A, B, C Expressing ideas and composing texts A, B		
Content Group	Reading, viewing and listening to texts Reading, viewing and listening skills Reading, viewing and listening for meaning Reading for challenge, interest and enjoyment Reflecting	Understanding and responding to texts A Representation Code and convention Connotation, imagery and symbol Point of view Characterisation Narrative Understanding and responding to texts B Theme Perspective and context Argument and authority Style Understanding and responding to texts C Genre Intertextuality Literary value	Expressing ideas and composing texts A Writing Representing Speaking Text features Text features: imaginative Text features: informative and analytical Text features: persuasive Sentence-level grammar and punctuation Word-level language Expressing ideas and composing texts B Planning, monitoring and revising Reflecting
Text Requirements	<i>The Bone Sparrow</i> by Zana Fraillon and Films on refugees (refugeecouncil.org.au)		
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01		
Assessment	Assessment 3: Multimodal and Analytical Responses		

ENGLISH TERM 4 (Recommended time: 10 weeks)			
Program	Module D: Shaping the Self and the World		
Focus area(s)	Reading, viewing and listening to texts Understanding and responding to texts A, B, C Expressing ideas and composing texts A, B		
Content Group	Reading, viewing and listening to texts Reading, viewing and listening skills Reading, viewing and listening for meaning Reading for challenge, interest and enjoyment Reflecting	Understanding and responding to texts A Representation Code and convention Connotation, imagery and symbol Point of view Characterisation Narrative Understanding and responding to texts B Theme Perspective and context Argument and authority Style Understanding and responding to texts C Genre Intertextuality Literary value	Expressing ideas and composing texts A Writing Representing Speaking Text features Text features: imaginative Text features: informative and analytical Text features: persuasive Sentence-level grammar and punctuation Word-level language Expressing ideas and composing texts B Planning, monitoring and revising Reflecting
Text Requirements	<i>Animal Farm</i> by Peter Hall		
Outcomes	EN4-RVL-01, EN4-URA-01, EN4-URB-01, EN4-URC-01, EN4-ECA-01, EN4-ECB-01		
Assessment	Assessment 4: Semester 2 Examination (Sustained Analytical Writing)		

English Outcomes Register

Focus Area	Stage 4 Outcome	Register
Reading, viewing and listening to texts	EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction	
Understanding and responding to texts Includes: Stage 4: Understanding and responding to texts A Stage 4: Understanding and responding to texts B Stage 4: Understanding and responding to texts C	EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures	
	EN4-URB-01 examines and explains how texts represent ideas, experiences and values	
	EN4-URC-01 identifies and explains ways of valuing texts and the connections between them	
Expressing ideas and composing texts Includes: Stage 4: Expressing ideas and composing texts A Stage 4: Expressing ideas and composing texts B	EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas	
	EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts	

English – Module A: Mastery of Writing

Teaching and Learning	Register
Introduction to Module A: Mastery of Writing Introductory Activity — Understanding the Unit Purpose To help students understand what this unit is about, what they will be learning, and what success will look like, before beginning any texts. Activity: Read the Unit Overview: Students are given the unit overview. Read, Highlight and Discuss: Ideas, Skills and Requirements. Resources 1. Resource 1: Module A Overview – A Mastery of Writing (Year 8 Edition)	

TOPIC 1 — Reading, Imagination & Voice

Outcome

- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**
- analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**
- examines and explains how texts represent ideas, experiences and values **EN4-URB-01**
- identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**
- creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions **EN4-ECA-01**
- uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content (Understanding)

- Reading, viewing and listening skills: Apply reading pathways to determine form, purpose and meaning
- Reading, viewing and listening for meaning: Explore the main ideas and thematic concerns posed by a text for meaning
- Reading, viewing and listening for meaning: Explain personal responses to characters, situations and issues in texts
- Reading, viewing and listening for meaning: Explain how language forms and features create multiple meanings
- Representation: Explore how language offers literal and implied meanings
- Point of View: Understand how narrative voice shapes relationships between composer and audience

Content (Responding)

- Writing: Apply structural and grammatical conventions to shape meaning
- Sentence-level grammar and punctuation: Construct simple, compound, and complex sentences
- Reflecting: Consider how compositional choices are influenced by model texts

Topic: Reading, Imagination & Voice

Subtopics

- Reading pathways (skimming, scanning, close reading, critical reading)
- Understanding the purpose and cultural value of imaginative writing
- Exploring voice and point of view
- Literal and implied meaning
- Personal responses to imaginative texts
- Crafting voice in imaginative compositions

Texts

Prescribed Texts:

- *Hitler's Daughter* — Extract
- *Benny and Omar* — Extract

Resources

1. Resource 2: Reading Strategies and Pathways
2. Resource 3: Form, Purpose and Meaning in English
3. Resource 4: Imaginative Writing
4. Resource 5: Imaginative Writing Prompt Sheet
5. Resource 6: Language Forms and Features
6. Resource 7: Drafting an Imaginative Piece of Writing
7. Resource 8: Peer Editing Sheet

Learning Intention

Students will deepen their understanding of how imaginative texts are read and interpreted. They will explore how authors construct voice, purpose and point of view, and how readers derive meaning—literal, implied and emotional—from narrative choices. Students will apply these concepts to create imaginative paragraphs with deliberate voice and perspective.

Activity

Students begin the module by examining **reading pathways**, applying skimming, scanning, close reading and critical reading to the extracts from *Hitler's Daughter* and *Benny and Omar*. They identify the **form, purpose and meaning** of the texts using modelled questioning and guided annotation.

Students explore **the purpose of imaginative writing**, considering how stories shape identity, culture and empathy. Using guided reflective questions, they articulate why stories matter and how they communicate complex human experiences.

Students analyse how **voice and point of view** operate in each text. They examine how first-person, second-person or third-person narration positions the audience and shapes engagement, emotions and expectations. They identify literal and implied meanings, analysing how representation is created through language forms and features.

Students then compose a **short imaginative paragraph**, deliberately selecting a narrative voice and tone. They experiment with sentence variety and use peer feedback to refine clarity, emotion and intention.

Finally, students complete a reflective paragraph explaining the compositional decisions they made and how the model texts influenced their writing.

Differentiated Curriculum

Emerging

Students may require explicit guidance and scaffolded templates. They:

- identify reading pathways using labelled examples
- recognise first/second/third person narration with highlighted text
- identify simple features (pronouns, basic descriptive words) contributing to voice
- respond using sentence starters
- compose short imaginative responses using simple sentences
- use model texts to imitate one feature (e.g., "I felt...")
- reflect using a guided template

Teacher support: • Sentence frames, visual organisers, partially completed tables • Focus on one example at a time • Build oral responses before extended writing Developing Students demonstrate growing independence. They: • apply reading pathways with minimal prompting • explain how voice shapes meaning using short quotes • identify literal and implied meanings using guiding questions • choose point of view in imaginative writing • write paragraphs with varied sentences • edit for clarity and grammar • reflect using guided questions Teacher support: • QTE tables, prompt scaffolds, think-pair-share tasks • Provide comparative voice discussion tasks Mastery Students demonstrate strong independence and sophistication. They: • justify reading pathways based on purpose • analyse voice, tone, tense and sequencing • interpret implied meanings with precise metalanguage • compare voice across texts • craft imaginative paragraphs with highly controlled voice • use sophisticated vocabulary and cohesion • revise for style, clarity and impact • reflect with insight on how model texts influenced their choices Teacher support: • Offer advanced extensions (e.g., alternative POV rewrites)	
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- Encourage stylistic experimentation
- Allow students to lead parts of discussion or mentor peers

Success Criteria

Students can:

- ✓ apply appropriate reading pathways
- ✓ explain how imaginative writing shapes meaning
- ✓ analyse voice, POV and representation
- ✓ compose an imaginative paragraph with deliberate voice
- ✓ reflect on compositional choices using metalanguage

Evidence of Learning

- Annotated extracts using reading pathways
- Written reflection on imaginative writing
- Completed voice analysis (Resource 4)
- Draft imaginative paragraph
- Peer editing sheet
- Final written reflection explaining purpose and effect

TOPIC 2 — Character, Theme & Narrative Craft

Outcome

- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**
- analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**
- examines and explains how texts represent ideas, experiences and values **EN4-URB-01**
- identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**
- creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions **EN4-ECA-01**
- uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content (Understanding)

- Reading for challenge, interest and enjoyment: Communicate purposefully with peers in response to texts
- Characterisation: Analyse how engaging characters are constructed using language features and structures
- Narrative: Understand narrative conventions such as setting, plot and sub-plot and how they communicate ideas and values
- Connotation, Imagery and Symbol: Analyse how figurative devices represent ideas, thoughts, and feelings
- Code and Conventions: Use appropriate metalanguage to describe how meaning is constructed
- Reflecting: Reflect on how reading, viewing and listening to texts has informed learning

Content (Responding)

- Text Features (Imaginative): Create imaginative texts using language and structural devices to build plot, develop character and create atmosphere
- Text Features (Imaginative): Compose texts considering thematic elements, including central complication or conflict

- Writing: Demonstrate control of structural and grammatical components appropriate to purpose
- Planning, Monitoring and Revising: Seek and respond to feedback to improve clarity and effect

Topic: Character, Theme & Narrative Craft

Subtopics

- Understanding characterisation (STEAL method)
- How composers build engaging or symbolic characters
- Exploring the purpose of themes in narrative and allegory
- Intertwining themes throughout a story
- Analysing narrative conventions (setting, plot, conflict)
- Applying character, theme and narrative techniques in imaginative writing

Texts

- **The Rabbits** — Shaun Tan & John Marsden
- **Aboriginal Australia** — Jack Davis

Resources

1. Resource 6: Characterisation (STEAL)
2. Resource 7: Character STEAL Profile
3. Resource 8: Themes (Overview + Examples)
4. Resource 9: Theme Analysis QTE Table
5. Resource 10: Composing Hybrid Imaginative Texts

Learning Intention

Students will understand how composers create compelling characters and meaningful themes. They will learn how narrative conventions engage readers, and will apply these understandings in the development of their own imaginative writing.

Activity

Students explore characterisation by analysing characters and symbolic figures in *The Rabbits* through the STEAL framework, examining how actions, visual choices, relationships and language shape representation. They compare this with *Aboriginal Australia*, identifying how Jack Davis constructs voice and character through tone, diction and poetic form.

Students identify themes of displacement, belonging, power and cultural identity. They analyse how these themes are communicated visually (in *The Rabbits*) and lyrically (in *Aboriginal Australia*), noting how symbolism, imagery and key events shape the message.

Students complete the theme analysis QTE table, linking ideas, techniques and representation. They then plan a hybrid imaginative narrative inspired by the thematic lens “loss and restoration,” creating characters whose journeys mirror or invert themes found in the texts.

Students conclude by composing a short reflection explaining how characters and themes informed their writing choices.

Differentiated Curriculum**Emerging**

Students at this level benefit from explicit modelling and structured guidance. They:

- Identify basic character traits with support using STEAL categories
- Describe characters with simple adjectives and scaffolded prompts
- Identify one theme from each text with teacher-provided examples
- Recognise narrative elements (setting, conflict, simple resolution)
- Complete STEAL and theme tables with guided examples
- Compose short imaginative pieces focusing on one character and a simple challenge
- Reflect using guided templates (“My character changed when...”)

Teacher support suggestions:

- Sentence frames, word banks, partially completed tables
- One theme at a time for clarity
- Use visual organisers and still images from *The Rabbits*

Developing

Students at this level demonstrate growing independence. They:

- Use the STEAL method with quotes and short explanations
- Identify multiple themes across both texts
- Describe how narrative conventions build reader engagement
- Complete character and theme profiles with minimal prompting
- Compose imaginative writing with a clear narrative arc
- Revise drafts focusing on character motivation, conflict and theme
- Reflect on how the texts influenced their ideas

Teacher support suggestions:

- Provide QTE tables for character and theme
- Encourage comparison between characters across texts
- Use scaffolded templates for plot design

Mastery

Students at this level demonstrate strong independence and compositional control. They:

- Analyse characterisation deeply, connecting STEAL to audience impact
- Interpret themes with insight and support with precise evidence
- Explain how narrative conventions reinforce thematic meaning
- Complete sophisticated QTE tables linking ideas, techniques and impact
- Compose imaginative texts with nuanced characterisation and thematic cohesion
- Control pacing, cohesion and descriptive detail
- Reflect thoughtfully on how reading shaped narrative decisions

Teacher support suggestions:

- Offer optional extensions (dual POV, motif weaving)
- Encourage experimentation with structure (flashbacks, parallel narratives)
- Provide opportunities to lead peer workshops

Success Criteria Students can: ✓ identify and explain how composers construct characters ✓ analyse and support interpretations of themes using evidence ✓ describe how narrative conventions shape meaning and engagement ✓ compose imaginative writing that develops character and theme ✓ reflect on their compositional choices and growth Evidence of Learning • Completed STEAL character profile • Completed theme analysis QTE table • Annotated extracts identifying narrative conventions • Draft and refined imaginative writing focusing on character and theme • Written reflection explaining compositional decisions	
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TOPIC 3 — Figurative Language, Style & Narrative Impact

Outcome

A student:

- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**
- analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**
- examines and explains how texts represent ideas, experiences and values **EN4-URB-01**
- identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**
- creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions **EN4-ECA-01**
- uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content (Understanding)

- Connotation, Imagery and Symbol: Analyse how figurative language and devices represent ideas, thoughts and feelings
- Connotation, Imagery and Symbol: Apply knowledge of patterns and combinations of figurative devices to shape meaning
- Style: Identify elements of an author's work that represent distinct style
- Style: Examine how styles are recognised by features of language and form
- Reflecting: Reflect on how reading, viewing and listening to texts has informed learning

Content (Responding)

- Text Features (Imaginative): Experiment with unpredictable or unexpected structural features
- Text Features (Imaginative): Enhance meaning through deliberate choices about temporal and spatial settings
- Text Features (Imaginative): Use poetic forms and features to imaginatively express ideas
- Planning, Monitoring and Revising: Engage with features of model texts for planning
- Writing: Demonstrate control of structural and grammatical components appropriate to purpose

Topic: Figurative Language, Style & Narrative Impact

Subtopics

- What figurative language is and why composers rely on it
- How imagery, symbolism and connotation build emotional and thematic meaning
- How patterns of figurative devices shape reader interpretation
- Elements of authorial style (syntax, diction, imagery, structure)
- How structural choices create tension and narrative impact
- Using figurative language purposefully in imaginative writing

Texts

Prescribed Texts:

- *The Sunflower* — Mohammad Safi
- *Legacy*

Resources

1. **Resource 11:** Figurative Language (Overview + Examples)
2. **Resource 12:** Figurative Language QTE Table
3. **Resource 13:** Style & Voice Mini-Guide
4. **Resource 14:** Model Paragraphs Demonstrating Figurative Control
5. **Resource 15:** Composing Hybrid Imaginative Texts (Year 8 version)

Learning Intention

Students will understand how figurative language and stylistic choices shape tone, symbolism, mood and meaning. They will analyse how authors craft style and emotional impact, and apply these techniques to strengthen their own imaginative writing.

Activity

Students begin by jointly reading *The Sunflower* and identifying key figurative devices such as metaphor, simile, personification, allusion and sensory imagery. Using the Figurative Language QTE Table, students explain how these devices express thoughts, feelings and thematic ideas.

Students then read *Legacy*, examining how figurative devices recur as patterns or motifs. They identify symbols and discuss how they construct tone and theme. The class explores elements of authorial style—sentence rhythm, diction, voice, and imagery—and how these choices position the audience.

Students compare stylistic choices in both texts, examining how differing approaches to imagery produce different emotional effects. They annotate extracts, marking patterns of figurative language and linking them to meaning.

Students then apply figurative devices to their own imaginative writing, drafting a short descriptive paragraph that utilises symbolism, connotation and imagery to create mood and meaning. They experiment with narrative structure and temporal shifts to enhance impact.

Students complete a written reflection explaining how figurative techniques from *The Sunflower* and *Legacy* influenced their choices in their own writing.

Differentiated Curriculum**Emerging**

Students at this level benefit from explicit modelling and simple identification tasks. They:

- Identify figurative devices when highlighted in a text
- Use a word bank to label basic devices (simile, metaphor, personification)
- Explain effect with simple stems (“This makes it...”)
- Complete QTE tables with partially filled examples
- Apply one figurative device using sentence starters
- Recognise basic stylistic elements (short/long sentences, descriptive words)

Teacher supports:

- Colour-coded annotations

• Cloze-style QTE tables • Visual examples of metaphors and symbols • Short model paragraphs for imitation Developing Students demonstrate growing independence. They: • Identify multiple figurative devices and explain their effect using quotes • Recognise simple patterns of imagery • Describe elements of style using metalanguage (syntax, diction, tone) • Complete QTE tables with minimal guidance • Use figurative devices purposefully in imaginative writing • Experiment with varied sentence lengths for effect • Reflect on choices using guided questions Teacher supports: • Model analysis paragraphs • Optional extension (identify author style across two texts) • Structured peer feedback on imagery and style Mastery Students show analytical sophistication and compositional control. They: • Analyse how figurative language shapes symbolic meaning, tone and thematic depth • Identify complex imagery patterns (motifs, symbolic clusters) • Evaluate stylistic decisions and inferred purpose • Apply figurative techniques with subtlety and intention • Control pacing, sentence rhythm and atmospheric detail • Reflect thoughtfully on the influence of mentor texts Teacher supports: • Opportunities to invent symbolic motifs • Mini-lessons on extended metaphor or motif design • Creative challenges (e.g., rewrite a paragraph in contrasting styles)	
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Success Criteria

Students can:

- ✓ identify figurative devices and explain their effect
- ✓ analyse how style is constructed through language choices
- ✓ apply figurative techniques in imaginative writing
- ✓ use structural, temporal and spatial choices to enhance impact
- ✓ reflect using accurate metalanguage

Evidence of Learning

- Completed Figurative Language QTE Table
- Annotated extracts highlighting figurative devices and style
- Draft imaginative paragraph using figurative techniques
- Revised imaginative paragraph showing stylistic improvements
- Written reflection explaining choices and influence of mentor texts

TOPIC 4 — Genre, Structure & Intertextual Play

Outcome

- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**
- analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**
- examines and explains how texts represent ideas, experiences and values **EN4-URB-01**
- identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**
- creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions **EN4-ECA-01**
- uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content (Understanding)

- Reading for challenge, interest and enjoyment: Reflect on reading experiences and personal preferences
- Genre: Understand how a genre addresses its purpose through patterns of structure, archetypes and settings
- Style: Describe and reflect on how particular arrangements of language features can be found appealing
- Intertextuality: Understand how and why texts can be adapted, appropriated or transformed for different contexts, purposes and audiences
- Code and Conventions: Analyse how texts draw on multiple modes and media to shape meaning

Content (Responding)

- Planning, Monitoring and Revising: Engage with the features and structures of model texts to plan original compositions
- Writing: Make vocabulary choices that draw on, or contribute to, stylistic features of writing and influence meaning
- Text Features (Imaginative): Apply genre patterns and structures in imaginative writing
- Reflecting: Reflect on composition choices in relation to purpose, audience and technical decisions

Topic: Genre, Structure & Intertextual Play**Subtopics**

- Understanding genre and its purpose
- Recognising structural patterns in narrative
- Exploring stylistic features and their appeal
- Identifying intertextual elements in texts
- Understanding how texts transform older stories or conventions
- Applying genre and structural patterns in imaginative writing

Texts

- *A Child in the Dark, and a Foreign Father* — Henry Lawson
- *The Dark Dame Rises*

Resources

1. Resource 13: Genre and Structure
2. Resource 14: Intertextuality in Narrative
3. Resource 15: Genre & Structure QTE Table
4. Resource 16: Intertextual Play Analysis Template
5. Resource 17: Creating Genre-Driven Imaginative Texts

Learning Intention

Students will understand how genre, structure and intertextuality shape meaning. They will explore how traditional texts and contemporary short stories use conventions differently and will apply genre and structural features in the planning and drafting of original imaginative writing.

Activity

Students begin by reading *A Child in the Dark, and a Foreign Father*, reflecting on their personal reading experiences—what they find engaging, challenging or interesting. They identify how Lawson uses *genre conventions* such as the bush setting, autobiographical voice, real-world detail and family dynamics to shape meaning and position the reader.

Students then map key genre features using Resource 13, examining: • structure and sequencing • character archetypes • conflict and tension • setting and atmosphere Next, students study <i>The Dark Dame Rises</i>, exploring how a contemporary text can <i>draw on, subvert, or transform</i> older genre patterns. Through annotated extracts, students identify: • stylistic features • genre-bending structural moments • intertextual references or echoes • the impact of multimodal or symbolic elements Students complete the Intertextual Play Analysis Template, identifying ways <i>The Dark Dame Rises</i> reworks familiar conventions to create new meaning. Students then compare both texts, discussing how context, style and purpose influence genre expression. They apply this understanding by planning an imaginative piece that incorporates genre expectations, structural patterns or intertextual inspiration. Students begin drafting their imaginative text using Resource 17, focusing on purposeful vocabulary choices, structure and audience impact. Differentiated Curriculum Emerging Students at this level benefit from explicit genre modelling and high-structure supports. They: • identify basic genre labels (e.g., autobiography, bush realism, contemporary narrative) • describe simple genre features using sentence starters • identify clear intertextual references when shown side-by-side examples • complete genre tables with teacher-provided models	
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• transform a familiar scene by altering one element (e.g., setting or narrator) • use scaffolded templates for structure (e.g., beginning–middle–end) • compose short imaginative scenes applying one genre feature Teacher Supports: • visual genre charts • labelled examples of structure • model paragraphs for imitation • simplified intertextuality comparisons Developing Students at this level show growing independence. They: • identify multiple genre conventions and explain their purpose • analyse how a composer uses or subverts structural expectations • identify intertextual elements and explain their effect • complete genre and intertextuality tables with minimal prompts • plan narratives integrating genre and structural techniques • use vocabulary intentionally to support tone and style • reflect using targeted guiding questions Teacher Supports: • guided QTE tables • sample paragraphs illustrating genre control • optional extension prompts (e.g., blended genres) Mastery Students at this level demonstrate sophisticated analysis and composition. They: • evaluate how genre conventions challenge or influence audience expectations • analyse how intertextual play comments on or transforms older narratives • make insightful observations about stylistic and structural design • compose imaginative texts with controlled genre and structural integration	
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• intentionally transform texts to create new meaning • reflect with precision on how choices shape effect Teacher Supports: • encourage experimentation with structural variation (e.g., frame narratives, disjointed timelines) • optional creative extension (rewrite Lawson’s anecdote as a speculative narrative) • opportunities for students to mentor others during workshops Success Criteria Students can: ✓ describe how genre shapes reader expectations ✓ analyse how texts use and subvert structural conventions ✓ identify and explain intertextual references ✓ apply genre and structural patterns in imaginative writing ✓ reflect using accurate metalanguage Evidence of Learning • Completed Genre & Structure Analysis Table • Completed Intertextual Play Analysis Template • Annotated extracts demonstrating structural and stylistic analysis • Draft imaginative writing incorporating genre/structural choices • Final reflection explaining intertextual and compositional decisions	
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TOPIC 5 — Independent Writing, Transformation & Reflection

Outcome

- uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction **EN4-RVL-01**
- analyses how meaning is created through the use of and response to language forms, features and structures **EN4-URA-01**
- examines and explains how texts represent ideas, experiences and values **EN4-URB-01**
- identifies and explains ways of valuing texts and the connections between them **EN4-URC-01**
- creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas **EN4-ECA-01**
- uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts **EN4-ECB-01**

Content (Understanding)

- Writing: Apply structural and grammatical codes and conventions to shape meaning
- Text Features: Express ideas in logically structured and cohesively sequenced texts
- Sentence-level grammar: Compose complex sentences using embedded clauses
- Sentence-level grammar: Experiment with punctuation to shape pace and effect
- Reflecting: Reflect on composition using technical vocabulary
- Reflecting: Describe challenges, pleasures and successes in composing
- Reflecting: Consider how model texts influenced purposeful choices

Content (Responding)

- Text Features (Imaginative): Create imaginative texts that reflect a broadening world and relationships within it
- Text Features (Imaginative): Develop transformation skills by reshaping aspects of texts to create new meaning
- Planning, Monitoring and Revising: Seek and respond to verbal and written feedback to improve clarity and effect
- Planning, Monitoring and Revising: Monitor spelling, grammar and punctuation for accuracy and purpose

Topic: Independent Writing, Transformation & Reflection**Subtopics**

- Crafting a hybrid imaginative text
- Using symbolism, motif and figurative language for meaning
- Planning and drafting with purpose
- Revising for clarity, cohesion and effect
- Using complex sentences and punctuation for control
- Transforming ideas from mentor texts
- Reflecting on creativity, growth and writer identity

Texts

- *From Kinglake to Kabul* — (Extract)
- *The Binna Binna Man* — (Extract)

Resources

1. Resource 10: Composing Hybrid Imaginative Texts
2. Resource 18: Imaginative Hybrid Text Checklist
3. Sample Imaginative Texts Folder
4. Peer Editing Templates
5. Resource 19: Transformation Strategies
6. Resource 20: Writer Reflection Scaffold

Learning Intention

Students will compose a hybrid imaginative text that demonstrates thematic cohesion, character development and stylistic control. They will revise their writing for clarity and impact, and reflect on how the writing process—and the texts they have studied—shaped their final composition.

Activity

Students begin this final topic by reading extracts from **From Kinglake to Kabul** and **The Binna Binna Man**, drawing on themes of community, displacement, resilience, identity and cultural belonging. They reflect on how each text represents emotional and social experiences, making notes on the qualities of voice, character reflection, tone, and symbolism.

Students identify elements that can serve as **mentor-text inspiration** for their own hybrid imaginative writing, such as:

- emotional turning points
- internal vs external conflict
- cultural or personal identity moments
- symbolism and motif
- shifts in time or perspective

Using **Resource 10: Composing Hybrid Imaginative Texts**, students plan a hybrid narrative reflecting a journey from “darkness to light,” integrating thematic cohesion and deliberate structural choices.

Students develop **transformation skills** by reshaping aspects of the mentor texts—for example:

- transforming the setting
- altering the narrative perspective
- inverting the thematic message
- adapting a symbolic moment into a new context
- reimagining a character’s dilemma into a different cultural or emotional landscape

Students create a draft, applying:

- complex sentences
- varied punctuation
- cohesive structural sequencing
- deliberate vocabulary choices
- figurative language
- motif or symbolic layering

Students engage in peer-editing workshops using Peer Editing Templates, focusing on clarity, cohesion, emotional depth, and technical accuracy. They revise drafts through multiple cycles of improvement. Finally, students complete a writer's reflection using Resource 20, explaining: • how their reading influenced their writing • how feedback reshaped their work • how structural and stylistic choices were made • what they learned about themselves as writers Differentiated Curriculum Emerging Students at this level benefit from scaffolded planning and simplified writing expectations. They: • use clear, simple narrative structures (beginning–middle–end) • apply one symbolic idea or motif with teacher guidance • write in short paragraphs using simple and compound sentences • use sentence starters for conflict, emotional shifts and dialogue • revise using checklists and targeted prompts • transform mentor texts by changing one basic element (e.g., setting or character) • reflect using sentence stems (“I chose this because...”, “This part was hard because...”) Teacher Supports: • structured templates for planning • simplified symbol/motif lists • modelled examples for each paragraph stage • small-group conferencing sessions Developing Students show increasing independence and control. They: • create narratives with clear thematic cohesion • use figurative language and descriptive detail • write complex sentences with emerging control	
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• develop multiple symbolic or structural ideas • revise with peer feedback focusing on clarity and cohesion • transform mentor texts more purposefully (e.g., thematic inversion or perspective shift) • reflect on strengths, challenges and developing writer identity Teacher Supports: • sentence-expansion guides • feedback focused on pacing and clarity • opportunities to refine motifs, symbolism and structure Mastery Students demonstrate sophisticated and purposeful imaginative writing. They: • compose layered narratives with refined thematic integration • control pacing, rhythm and structural flow • use symbolism and motif with deliberate complexity • experiment with voice, perspective and time • transform mentor texts conceptually to create original meaning • edit with independence for style, impact and cohesion • reflect with precision on aesthetic choices and authorial intent Teacher Supports: • advanced mini-lessons (e.g., extended metaphor, narrative braiding) • opportunities for publication or authentic audience sharing • optional extension tasks (e.g., dual-narrative structures, symbolic frameworks) Success Criteria Students can: ✓ compose an imaginative text that demonstrates theme, structure, voice and control ✓ apply figurative language, symbolism and narrative craft ✓ revise writing for clarity, cohesion and emotional impact ✓ use complex sentence structures and punctuation effectively ✓ reflect thoughtfully on their compositional choices and growth	
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Evidence of Learning • Structured imaginative draft • Edited and refined hybrid imaginative narrative • Completed Hybrid Writing Checklist • Final polished imaginative piece • Written reflection using technical vocabulary	
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Teaching and Learning	Register
TOPIC 1 — Introducing Close Study: Identity, Voice & Audience Positioning Outcomes • EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction • EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures • EN4-URB-01 examines and explains how texts represent ideas, experiences and values • EN4-URC-01 identifies and explains ways of valuing texts and the connections between them • EN4-ECA-01 creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas • EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts Content Reading, Viewing and Listening • Apply reading pathways to determine form, purpose and meaning • Use contextual cues to infer the meaning of unfamiliar words • Identify and understand how prior knowledge and personal experience enhances understanding • Understand how reading helps us understand ourselves and connect to others and the world • Discuss and reflect on the value of reading for personal growth and cultural awareness Understanding and Responding • Understand how language forms, features and structures vary according to context, purpose and audience • Analyse how figurative language and devices represent ideas, thoughts and feelings • Understand how repetition, patterning and language features communicate ideas about social, personal, ethical and philosophical issues • Examine how personal and social contexts inform perspective and purpose and influence creative decisions	

Expressing Ideas and Composing

- Apply understanding of structural and grammatical conventions to shape meaning in persuasive, discursive and analytical writing
- Demonstrate control of structural and grammatical components appropriate to topic, purpose and audience
- Use linking devices to create cohesion between ideas
- Make effective vocabulary choices that contribute to style and influence meaning
- Monitor spelling, grammar and punctuation for accuracy and purpose
- Reflect on planning, monitoring and revising, and how this shapes clarity and effect

Topic: Introducing Close Study: Identity, Voice & Audience Positioning

Subtopics

- What “close study” means: reading deeply, not quickly
- Purpose, audience and context: why composers choose specific forms
- Voice and positioning: how texts invite agreement, discomfort, empathy or challenge
- Key persuasive and discursive conventions (what they look like in real texts)
- Establishing a glossary of metalanguage for poetry + speeches
- Building a “theme tracker” for identity, belonging, culture and power

Texts Speech 1: *Racism and the Australian Dream* — Stan Grant

Resources (cumulative)

1. **Resource 1:** Introduction to Module B PowerPoint (Close Study + Unit Map)
2. **Resource 2:** Glossary of Terms (Poetry + Rhetoric + Hybrid Writing Metalanguage)
3. **Resource 3:** Reading Pathways Bookmark (Skim / Scan / Close Read / Critical Read)
4. **Resource 4:** “SOAPSTONE” / Purpose-Audience-Context Worksheet (Speech + Poetry)
5. **Resource 5:** Stan Grant Speech Annotation Sheet (Voice, Tone, Values, Positioning)
6. **Resource 6:** Theme Tracker (Identity, Belonging, Power, Culture, Inclusion/Exclusion)
7. **Resource 7:** Hybrid Writing Overview (Persuasive vs Discursive + “Hybrid Moves”)

Learning Intention

Students will understand what close study requires and how composers shape meaning through **voice, purpose, audience and context**. Students will practise reading pathways, develop essential metalanguage, and begin tracking core ideas across the unit to prepare for **hybrid persuasive and hybrid discursive** writing.

Activity

1. **Deconstruct the Unit Map (Resource 1):**

Students highlight: the texts, the recurring ideas (identity/belonging/power), and the assessment modes (hybrid persuasive + hybrid discursive). They write 3 “What I need to learn” goals.

2. **Close Study Mini-Lab: Purpose + Audience + Voice (Resources 4–5):**

Students read selected excerpts from Stan Grant and annotate for:

- purpose + audience
- tone shifts
- value statements (what he challenges / affirms)
- positioning (how the listener is pushed to think/feel)

3. **Vocabulary + Metalanguage Build (Resource 2):**

Students complete a glossary section for: rhetoric, tone, modality, contention, inclusive language, allusion, juxtaposition, repetition, imagery, connotation.

4. **Theme Tracker Launch (Resource 6):**

Students add 3–5 claims about “Australian identity” that the speech complicates (e.g., inclusion/exclusion, fairness, visibility, voice). These become the backbone for later poem comparisons.

5. **Quick Hybrid Practice Paragraph (Resource 7):**

Students draft one paragraph that blends:

- a short personal reflection OR hypothetical scenario (hybrid move)
- one clear idea linked to the speech
- one embedded quote with correct punctuation
- a concluding sentence that returns to audience/purpose

Differentiated Curriculum Emerging Students may require explicit modelling and structured scaffolds. They: • identify purpose and audience using sentence starters • highlight tone words and choose from a provided list (e.g., critical, reflective, urgent) • annotate one short excerpt with teacher modelling • record ideas in the Theme Tracker using prompts (e.g., “This suggests...”) • write a short hybrid paragraph using a fill-in scaffold Teacher support suggestions • provide a partially completed annotation model • use guided questions + word banks • allow oral rehearsal before writing Developing Students demonstrate growing independence. They: • annotate multiple excerpts for voice, tone and positioning • explain how one rhetorical choice shapes audience response • contribute to the Theme Tracker using short evidence + explanation • write a hybrid paragraph with one purposeful “genre shift” (reflection → argument) Teacher support suggestions • provide QTE sentence stems • use pair-work for quote selection and explanation • give targeted feedback goals (one for cohesion, one for evidence) Mastery Students demonstrate strong independence and sophistication. They: • analyse how multiple techniques combine to position audiences • infer values and assumptions underpinning the speech • make thoughtful connections between context and representation • compose a hybrid paragraph with controlled tone, modality and structure Teacher support suggestions • optional extension: rewrite an excerpt for a different audience and justify changes	
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- student-led discussion roles (summariser, challenger, connector)

Success Criteria

Students can:

- ✓ apply reading pathways to a speech extract
- ✓ identify purpose, audience, context and voice
- ✓ explain how language choices position an audience
- ✓ use appropriate metalanguage (tone, modality, rhetoric, values)
- ✓ track core themes for later comparison with poetry
- ✓ compose a short hybrid paragraph using evidence and correct quotation conventions

Evidence of Learning

- Annotated Stan Grant excerpt (Resource 5)
- Completed Glossary of Terms (Resource 2)
- SOAPSTONE / PAC worksheet (Resource 4)
- Theme Tracker entries (Resource 6)
- Hybrid practice paragraph (Resource 7)
- Exit ticket: "One idea Grant challenges + one technique he uses + why it matters"

TOPIC 2 — Language, Identity & Cultural Hybridity

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Apply reading pathways to determine form, purpose and meaning
- Use contextual cues to infer the meaning of unfamiliar words
- Understand how prior knowledge and personal experience enhance interpretation
- Read for challenge, interest and enjoyment to deepen understanding of identity and belonging
- Reflect on the value of reading for personal growth and cultural awareness

Understanding and Responding

- Understand how language forms, features and structures vary according to context, purpose and audience
- Analyse how figurative language communicates ideas, thoughts and feelings
- Understand how repetition, patterning and voice communicate social and cultural ideas
- Examine how personal and cultural contexts inform perspective and creative decisions

Expressing Ideas and Composing

- Apply structural and grammatical conventions to shape meaning in persuasive and discursive writing
- Use rhetorical and poetic language to express ideas and perspectives
- Make deliberate vocabulary choices that influence tone and meaning
- Use sentence variety and cohesion to develop clear ideas

• Reflect on how reading informs writing choices Topic: Language, Identity & Cultural Hybridity Subtopics • Hybridity: living between cultures, languages and expectations • Voice and tone as expressions of identity • Irony, humour and tension in cultural commentary • Repetition and patterning as tools for emphasis • How language can both empower and marginalise • Using personal experience as evidence in hybrid writing Texts • Poem 1: <i>Multicultural Uncultured</i> — Josephine Parsons • Poem 2: <i>My Australia</i> — Sara Mansour Resources 8. Resource 8: Poetry Reading Pathways & Annotation Guide 9. Resource 9: Cultural Hybridity Concept Sheet (Identity, Belonging, In-Between Spaces) 10. Resource 10: Figurative Language & Tone QTE Table 11. Resource 11: Voice & Perspective Tracker (Poetry Focus) 12. Resource 12: Hybrid Writing Paragraph Scaffold (Persuasive & Discursive) Learning Intention Students will explore how poets use language, imagery, tone and voice to express cultural identity and hybridity. They will analyse how poets position readers to reflect on belonging and difference, and apply these insights when composing hybrid persuasive and discursive responses. Activity 1. Reading Pathways in Action (Resource 8) Students apply skim, close and critical reading to both poems, identifying form, purpose and key ideas about identity and belonging. 2. Voice & Hybridity Analysis (Resources 9–11) In pairs, students analyse how each poet represents cultural tension or pride through:	
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- diction and code-switching
- tone (ironic, celebratory, confrontational)
- repetition and contrast

Findings are recorded in the Voice & Perspective Tracker.

3. **Comparative Thinking Task**

Students respond to the prompt:

“How do Parsons and Mansour use language differently to represent cultural identity?”

Responses are discussed verbally before being shaped into written ideas.

4. **Hybrid Writing Application (Resource 12)**

Students draft either:

- a **hybrid persuasive paragraph** arguing that cultural hybridity strengthens identity, or
- a **hybrid discursive paragraph** exploring what it feels like to live between cultures.

Paragraphs must blend reflection with textual evidence.

5. **Reflection**

Students write a short reflection explaining one language choice they borrowed from a poet and why.

Differentiated Curriculum

Emerging

Students:

- identify basic ideas of culture and identity
- highlight repetition or imagery with guidance
- use sentence starters for explanation
- write short hybrid paragraphs with scaffolded structure

Teacher supports

- annotated model poems
- word banks and sentence frames
- guided paragraph templates

Developing

Students:

- explain how imagery and tone shape meaning
- compare language choices across poems
- integrate short quotations into writing
- compose cohesive hybrid paragraphs

Teacher supports

- QTE tables
- peer discussion prompts
- targeted feedback on evidence use

Mastery

Students:

- analyse irony, voice and cultural positioning
- evaluate how poets challenge dominant narratives
- craft sophisticated hybrid paragraphs with controlled tone
- reflect insightfully on how texts shaped their thinking

Teacher supports

- extension prompts (rewrite stanza for a new audience)
- student-led discussions
- optional multimodal hybrid responses

Success Criteria

Students can:

- ✓ explain how language expresses cultural identity
- ✓ analyse imagery, repetition and tone
- ✓ compare perspectives across two poems
- ✓ compose a hybrid persuasive or discursive paragraph
- ✓ use metalanguage accurately
- ✓ reflect on how reading shaped writing choices

Evidence of Learning

- Annotated poems using reading pathways
- Completed Voice & Perspective Tracker
- Figurative Language QTE Table
- Draft hybrid paragraph
- Written reflection on compositional choices
- Peer feedback notes

TOPIC 3 — Power, Injustice & Resistance

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Apply reading pathways to determine form, purpose and meaning
- Infer meaning using contextual cues and symbolic language
- Draw on prior knowledge to deepen understanding of injustice and power
- Read for challenge and engagement with confronting social issues
- Reflect on how reading develops empathy and ethical awareness

Understanding and Responding

- Analyse how language forms and features represent power relationships
- Examine how figurative language conveys injustice, resistance and dignity
- Understand how structure, voice and audience position readers
- Examine how personal and social context shapes perspective and purpose

Expressing Ideas and Composing

- Apply structural and grammatical conventions in persuasive and discursive writing
- Use rhetorical and emotive language to express ethical positions
- Make deliberate vocabulary and tone choices to shape reader response
- Use sentence variety and cohesion to develop sustained arguments

- Reflect on how textual analysis informs writing choices

Topic: Power, Injustice & Resistance

Subtopics

- Voice as protest and resistance
- Power relationships between speaker and authority
- Silence, confinement and language as control
- Figurative language as a tool for exposing injustice
- Audience positioning and ethical appeal
- Writing to challenge systems of power

Texts

- **Poem 3:** *My Dear Prison Officer* — Negar Rezvani

Resources

13. **Resource 13:** Power & Perspective Reading Guide
14. **Resource 14:** Imagery and Symbol Tracker (Resistance Focus)
15. **Resource 15:** Voice, Audience & Purpose QTE Table
16. **Resource 16:** Hybrid Persuasive Writing Scaffold — Ethical Issues
17. **Resource 17:** Reflective Writing Frame (Power & Voice)

Learning Intention

Students will analyse how poets use **voice, imagery and structure** to expose injustice and challenge power. They will explore how language can function as resistance and apply these techniques when composing **hybrid persuasive and discursive responses** on ethical and social issues.

Activity

1. **Close Reading for Power (Resource 13)**
Students conduct a guided close reading of *My Dear Prison Officer*, identifying speaker, audience, tone and power dynamics.

2. Imagery & Resistance Analysis (Resource 14) Students track key images (e.g. silence, bars, address, restraint) and analyse: ○ literal meaning ○ symbolic meaning ○ what each image reveals about power and resistance 3. Voice & Audience Investigation (Resource 15) Students examine: ○ why the poem is addressed to a prison officer ○ how direct address shapes tone and ethical impact ○ how the poet positions the reader emotionally 4. Hybrid Writing Application (Resource 16) Students compose either: ○ a hybrid persuasive paragraph arguing that language is a form of resistance, or ○ a hybrid discursive paragraph exploring how power operates through silence and control. Writing must blend reflection with textual evidence. 5. Reflection (Resource 17) Students explain how one poetic technique influenced their writing choices and intended effect. Differentiated Curriculum Emerging Students: • identify basic ideas of power and injustice • highlight symbolic images with support • respond using sentence starters • compose short hybrid paragraphs with scaffolded structure Teacher supports • annotated model extracts • guided symbol explanations • sentence frames and paragraph planners	
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Developing

Students:

- explain how imagery and tone reveal injustice
- analyse voice and audience positioning
- integrate quotations into writing
- compose structured hybrid paragraphs

Teacher supports

- QTE tables
- guided discussion prompts
- feedback on evidence and tone

Mastery

Students:

- evaluate how language challenges authority
- analyse ethical positioning of the reader
- craft controlled hybrid responses with emotional and rhetorical impact
- reflect insightfully on voice and power

Teacher supports

- extension prompts (rewrite poem for a different authority figure)
- student-led ethical discussions
- optional multimodal hybrid responses

Success Criteria

Students can:

- ✓ analyse how language represents power and injustice
- ✓ explain how imagery and voice convey resistance
- ✓ evaluate audience positioning
- ✓ compose a hybrid persuasive or discursive paragraph
- ✓ use metalanguage accurately
- ✓ reflect on how textual techniques shaped writing

Evidence of Learning

- Annotated poem extracts
- Completed Power & Perspective Reading Guide
- Imagery and Symbol Tracker
- Voice & Audience QTE Table
- Draft hybrid paragraph
- Written reflection on compositional choices

TOPIC 4 — Memory, Family & Cultural Legacy

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Apply reading pathways to determine form, purpose and meaning
- Infer meaning using sensory detail and symbolism
- Draw on personal experience to deepen understanding of memory and identity
- Read for challenge, interest and emotional engagement
- Reflect on how reading builds empathy and cultural awareness

Understanding and Responding

- Analyse how figurative language represents memory, loss and belonging
- Examine how narrative voice and structure shape reflective meaning
- Understand how repetition and patterning communicate values
- Examine how cultural context informs perspective and purpose

Expressing Ideas and Composing

- Compose reflective, persuasive and discursive responses using hybrid structures
- Use imagery, symbolism and sensory language deliberately
- Make vocabulary and sentence choices to shape tone and mood
- Reflect on how mentor texts influence compositional decisions

Topic: Memory, Family & Cultural Legacy

Subtopics

- Memory as a carrier of identity
- Family relationships and inherited values
- Food and everyday rituals as cultural symbols
- Sensory imagery and emotional recall
- Personal voice in reflective writing
- Transforming lived experience into meaning

Text

- **Poem 4:** *Burning Rice* — Eileen Chong

Resources

18. **Resource 18:** Sensory Language & Memory Reading Guide
19. **Resource 19:** Symbolism in Everyday Objects Chart
20. **Resource 20:** Narrative Voice & Reflection QTE Table
21. **Resource 21:** Hybrid Discursive Writing Scaffold — Memory & Identity
22. **Resource 22:** Writer's Reflection Scaffold — Cultural Legacy

Learning Intention

Students will explore how poets use **memory, sensory imagery and symbolism** to express family relationships and cultural identity. They will analyse how personal experiences are transformed into shared meaning and apply these techniques in **hybrid discursive and persuasive writing**.

Activity

1. **Reading for Memory & Meaning (Resource 18)**
Students read *Burning Rice* using close and reflective reading pathways, annotating moments where memory, emotion and cultural significance intersect.
2. **Symbolism in the Ordinary (Resource 19)**
Students identify key objects and sensory details (e.g. rice, cooking, heat, smell) and analyse:

○ literal meaning ○ symbolic meaning ○ what each symbol reveals about family, expectation and identity 3. Voice & Structure Analysis (Resource 20) Students examine: ○ first-person voice ○ shifts between past and present ○ how reflective structure shapes emotional impact 4. Hybrid Discursive Writing (Resource 21) Students compose a hybrid discursive paragraph exploring how ordinary moments can carry cultural or emotional significance. Writing blends reflection, imagery and reference to the poem. 5. Reflection (Resource 22) Students explain how the poet's use of memory or symbolism influenced their own language and structural choices. Differentiated Curriculum Emerging Students: • identify basic memories and emotions in the poem • recognise simple symbols with guidance • write short reflective responses using sentence starters • describe personal memories in literal terms Teacher supports • annotated model extracts • symbol explanations with visuals • structured paragraph templates Developing Students: • explain how imagery conveys memory and feeling	
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• analyse symbolism with supporting evidence • use sensory language in their own writing • compose structured hybrid discursive paragraphs Teacher supports • QTE tables • shared writing models • targeted feedback on imagery and tone Mastery Students: • analyse how memory is shaped into cultural commentary • evaluate the emotional impact of structure and voice • compose layered hybrid responses with symbolic depth • reflect insightfully on identity and inheritance Teacher supports • extension tasks (rewrite poem from another family member's perspective) • opportunities for peer mentoring • optional multimodal memory representations Success Criteria Students can: ✓ analyse how memory and symbolism shape meaning ✓ explain how sensory imagery conveys identity and emotion ✓ evaluate narrative voice and structure ✓ compose a hybrid discursive response ✓ use metalanguage accurately ✓ reflect on how mentor texts influenced writing Evidence of Learning • Annotated poem extracts	
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| <ul style="list-style-type: none">• Completed Sensory Language & Memory Reading Guide• Symbolism Chart• Voice & Reflection QTE Table• Draft hybrid discursive paragraph• Written reflection on compositional choices | |
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TOPIC 5 — Resistance, Voice & Cultural Survival

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Apply reading pathways to analyse complex ideas and perspectives
- Interpret layered meanings in figurative and symbolic language
- Clarify and justify personal responses to texts dealing with injustice
- Read for challenge, ethical engagement and cultural understanding
- Reflect on how texts confront readers and provoke response

Understanding and Responding

- Analyse how symbolism and imagery represent resistance and survival
- Examine how voice, tone and structure convey protest or defiance
- Understand how repetition and patterning shape persuasive force
- Examine how cultural and historical contexts influence meaning

Expressing Ideas and Composing

- Compose hybrid persuasive and discursive texts addressing social issues
- Use figurative language and rhetorical devices deliberately
- Shape voice and tone to position an audience
- Reflect on how texts influence ethical and creative choices

Topic: Resistance, Voice & Cultural Survival

Subtopics

- Poetry as resistance and protest
- Cultural survival and inherited trauma
- Symbolism as protection and defiance
- Tone, repetition and urgency
- Voice as power
- Writing about injustice with purpose

Text

- **Poem 5:** *Invisible Spears* — Ellen van Neerven

Resources

- 23. **Resource 23:** Protest Poetry Close Reading Guide
- 24. **Resource 24:** Symbolism & Resistance QTE Table
- 25. **Resource 25:** Tone, Repetition & Voice Tracker
- 26. **Resource 26:** Hybrid Persuasive Writing Scaffold — Social Justice
- 27. **Resource 27:** Writer's Reflection Scaffold — Voice & Resistance

Learning Intention

Students will analyse how poets use **voice, symbolism and structure** to express resistance and cultural survival. They will explore how language can challenge injustice and apply these techniques when composing **hybrid persuasive and discursive responses**.

Activity

1. Reading for Resistance (Resource 23)

Students read *Invisible Spears* using close and critical reading pathways, annotating moments of defiance, protection and emotional intensity.

2. Symbolism & Survival (Resource 24)

Students identify key symbols (e.g. spears, invisibility, skin) and analyse:

○ literal meaning ○ symbolic meaning ○ how each symbol represents resistance or survival 3. Voice & Tone Mapping (Resource 25) Students track: ○ repetition ○ short lines and spacing ○ tonal shifts They evaluate how these features create urgency and power. 4. Hybrid Persuasive Writing (Resource 26) Students compose a hybrid persuasive paragraph responding to a prompt such as: <i>"Invisible suffering must be recognised before justice can exist."</i> Writing blends argument, poetic imagery and reflection. 5. Reflection (Resource 27) Students explain how van Neerven's voice and symbolic choices influenced their own writing. Differentiated Curriculum Emerging Students: • identify clear symbols and emotions • describe injustice in literal terms • write short persuasive responses with sentence frames • explain tone using simple descriptors Teacher supports • highlighted poem extracts • symbol explanation cards • scaffolded paragraph structures Developing Students:	
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• analyse symbolism with supporting quotes • explain how voice positions the reader • use figurative language in persuasive writing • reflect on how tone shapes meaning Teacher supports • QTE tables • model hybrid paragraphs • guided peer feedback Mastery Students: • interpret complex symbolism and metaphor • evaluate how poetic form functions as resistance • compose sophisticated hybrid persuasive responses • reflect critically on ethical and aesthetic choices Teacher supports • extension tasks (transform poem into speech or manifesto) • student-led discussion • optional multimodal protest texts Success Criteria Students can: ✓ analyse how poetry represents resistance and survival ✓ explain how symbolism and tone shape meaning ✓ evaluate how voice positions the audience ✓ compose a hybrid persuasive response ✓ use metalanguage accurately ✓ reflect on how mentor texts shaped writing	
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Evidence of Learning

- Annotated poem extract
- Completed Symbolism & Resistance QTE Table
- Voice & Tone Tracker
- Draft hybrid persuasive paragraph
- Revised persuasive response
- Written reflection on compositional influence

TOPIC 6 — Community, Belonging & Shared Identity

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Apply reading pathways to determine form, purpose and meaning
- Read for enjoyment, challenge and personal connection
- Clarify personal responses to texts exploring shared identity
- Reflect on how texts shape understanding of self and others

Understanding and Responding

- Analyse how repetition, imagery and metaphor communicate values
- Examine how everyday experiences are elevated into shared meaning
- Understand how texts construct collective identity and belonging
- Explore how tone and tribute shape audience response

Expressing Ideas and Composing

- Compose hybrid persuasive and discursive responses
- Use figurative language to elevate everyday experiences
- Shape tone and structure to engage audiences
- Reflect on how reading informed writing choices

Topic: Community, Belonging & Shared Identity

Subtopics

- Belonging and shared cultural rituals
- Sport as metaphor for community and values
- Celebration of ordinary lives and experiences
- Tribute, nostalgia and memory
- Tone and poetic elevation
- Writing about collective identity

Text

- **Poem 6:** *Ode to Rugby League* — Thomas Keneally

Resources

- 28. **Resource 28:** Tribute Poetry Close Reading Guide
- 29. **Resource 29:** Imagery, Metaphor & Values QTE Table
- 30. **Resource 30:** Hybrid Discursive Writing Scaffold
- 31. **Resource 31:** Community & Identity Theme Tracker
- 32. **Resource 32:** Final Reflection Scaffold — Module B

Learning Intention

Students will analyse how poetry can elevate everyday experiences into symbols of **community, belonging and shared values**. They will apply these techniques when composing **hybrid discursive and persuasive responses** that explore collective identity.

Activity

1. **Reading for Belonging (Resource 28)**
Students read *Ode to Rugby League* using close and active reading pathways, annotating moments of celebration, pride and ritual.
2. **Imagery & Metaphor Analysis (Resource 29)**
Students identify sporting imagery and analyse:

○ literal meaning ○ metaphorical meaning ○ values being celebrated (e.g. loyalty, struggle, unity) 3. Community Values Mapping (Resource 31) Students map how Keneally connects sport to: ○ memory ○ masculinity ○ community ○ national identity 4. Hybrid Discursive Writing (Resource 30) Students compose a hybrid discursive response exploring a question such as: <i>“Why do shared rituals matter to who we are?”</i> Writing blends reflection, poetic description and discussion. 5. Module Reflection (Resource 32) Students reflect on how the poems across the module shaped their understanding of identity, voice and belonging. Differentiated Curriculum Emerging Students: • identify key images and emotions • describe belonging using personal examples • write short discursive responses with scaffolds • reflect using sentence starters Teacher supports • highlighted imagery lists • guided paragraph frames • shared writing examples	
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Developing

Students:

- analyse metaphor and repetition
- explain how tone shapes celebration
- compose structured hybrid discursive paragraphs
- reflect on links between text and personal experience

Teacher supports

- QTE tables
- model hybrid responses
- peer conferencing

Mastery

Students:

- evaluate how everyday experiences become symbolic
- analyse how poetic form constructs collective identity
- compose fluent, layered hybrid responses
- reflect insightfully on aesthetic and ethical choices

Teacher supports

- extension tasks (write an ode to a community ritual)
- student-led discussion
- optional publication or performance

Success Criteria

Students can:

- ✓ analyse how poetry constructs community and belonging
- ✓ explain how imagery and metaphor communicate values
- ✓ evaluate how tone and tribute shape meaning
- ✓ compose a hybrid discursive or persuasive response
- ✓ use metalanguage accurately
- ✓ reflect on learning across the module

Evidence of Learning

- Annotated poem extract
- Completed Imagery & Values QTE Table
- Community Theme Tracker
- Draft hybrid discursive response
- Revised written response
- Final reflective statement on Module B learning

Teaching and Learning	Register
Topic 1: Texts, Contexts and Codes of Meaning Outcomes • EN4-RVL-01 – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction • EN4-URA-01 – analyses how meaning is created through the use of and response to language forms, features and structures • EN4-URB-01 – examines and explains how texts represent ideas, experiences and values • EN4-URC-01 – identifies and explains ways of valuing texts and the connections between them Content • Code and convention • Reading, viewing and listening for meaning • Perspective and context • Theme • Literary value Reading, Viewing and Listening Students explore how meaning is shaped by context, audience and mode, and how personal experience influences interpretation. Understanding and Responding Students analyse how texts represent ideas, experiences and values, and how codes and conventions shape reader positioning. Expressing Ideas and Composing Students respond analytically and reflectively using appropriate metalinguage, preparing for later podcast and analytical tasks.	

Topic 1: Texts, Contexts and Codes of Meaning

Subtopics

- What are *codes and conventions*?
- How context shapes meaning
- Reader positioning and values
- Why texts are valued differently

Texts

- *The Bone Sparrow* — Zana Fraillon (*introductory chapters*)
- Refugee-focused short films (*refugeecouncil.org.au* – *selected clips*)

Resources

1. Unit Overview & Assessment Overview (student version)
2. Codes & Conventions Reference Sheet
3. Context–Purpose–Audience Graphic Organiser
4. Reader Positioning & Values QTE Table
5. Short Analytical Response Scaffold (Stage 4)

Learning Intention

Students will understand how **codes, conventions and context** shape meaning in texts, and how readers are positioned to respond to ideas and values.

Activities

Activity 1: Deconstructing the Unit

Students jointly read the simplified Unit Overview.

They annotate:

- key skills
- assessment modes
- repeated language (e.g. *context, convention, representation*)

Class discussion: *What does this module want us to learn how to do — not just study?*

Activity 2: What Are Codes and Conventions?

Using Resource 2, students:

- define *code* and *convention*
- identify examples from familiar texts (novels, films, podcasts, social media)

Class creates a shared definition wall.

Activity 3: Context Shapes Meaning

Students read a short extract from *The Bone Sparrow* and view a short refugee film clip.

Using Resource 3, they identify:

- composer context
- intended audience
- purpose

Discussion: *How would meaning change if the audience or context changed?*

Activity 4: Reader Positioning and Values

Students complete Resource 4:

- What emotions does the text encourage?
- What values are promoted or challenged?
- How are readers positioned to feel or think?

Students justify responses using **textual evidence**.

Activity 5: Mini Analytical Response

Using Resource 5, students write a short paragraph responding to:

How does context influence the way meaning is constructed in one text studied?

Differentiated Curriculum Emerging • Sentence starters provided • Guided annotations • Oral responses before written work Developing • Independent paragraph writing • Use of metalanguage (context, audience, purpose) • Evidence selection with teacher feedback Mastery • Comparative commentary between novel and film • Independent justification of reader positioning • Clear, fluent analytical expression Success Criteria Students can: • explain what codes and conventions are • identify how context shapes meaning • describe how texts position readers • use basic metalanguage accurately • support ideas with textual evidence Evidence of Learning • Annotated unit overview • Completed context and QTE tables • Class discussion contributions • Short analytical paragraph • Teacher observation and feedback notes	
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Topic 2: Character, Voice and Representation

Outcomes

- **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** – analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** – uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

- Characterisation
- Perspective and context
- Code and convention
- Narrative
- Connotation, imagery and symbol

Reading, Viewing and Listening

Students read and view closely to track how character voice, choices, and relationships are constructed, and how these shape empathy and interpretation.

Understanding and Responding

Students analyse how composers use **voice, focalisation, dialogue, description and narrative stance** to represent people and experiences, and how readers are positioned to respond.

Expressing Ideas and Composing

Students experiment with **character voice and representation** in their own short compositions, drawing on mentor moments from the core texts.

Topic 2: Character, Voice and Representation

Subtopics

- Character as representation (values, experiences, perspectives)
- Voice: narration, dialogue, tone, register
- Focalisation: what we see, what we don't, and why it matters
- Empathy and reader positioning through character
- Stereotypes, archetypes, and complexity (static/dynamic)

Texts

- *The Bone Sparrow* — Zana Fraillon (*character + voice focus: Subhi / key relationships*)
- Refugee-focused short films (*refugeecouncil.org.au* – *character portrayal + perspective focus*)

Resources

6. Characterisation Toolkit (archetype, stereotype, static/dynamic)
7. Voice & Focalisation Mini-Guide (narrator, tone, reliability, viewpoint)
8. Character Evidence Tracker (Quote / Technique / Effect / Value)
9. Film Representation Analysis Grid (camera, sound, salience, angle, pacing)
10. Character Voice Writing Scaffold (micro-scene + reflection)

Learning Intention

Students will understand how composers construct **character and voice** to represent experiences and values, and how these choices position audiences. Students will apply these techniques in short original compositions.

Activities

Activity 1: Character First Impressions (Novel + Film)

Students select one key moment from *The Bone Sparrow* and one short film clip.

They record:

- what the character wants / fears
- what the audience is encouraged to feel
- which details create this reaction (word choices / multimodal cues)

Activity 2: Voice and Focalisation Close Reading

Students complete Resource 7 and identify:

- who tells the story / whose eyes we borrow
- tone (tender, hopeful, suspicious, bleak, playful)
- what is withheld or limited and how that shapes meaning

Students highlight evidence and explain effect using Resource 8.

Activity 3: Representation in Film (How the camera “tells” the story)

Using Resource 9, students analyse one clip for:

- **salience** (what the viewer is forced to notice)
- **angle and distance** (power / vulnerability)
- **sound** (silence, music, voice-over)
- **pacing** (tension, urgency, intimacy)

Class shares findings and links to audience positioning.

Activity 4: Character Complexity Workshop

Students categorise a chosen character as:

- static/dynamic
- archetypal/stereotypical/complex

Then they justify: *What makes them more than a “type”?*

Students add 2–3 pieces of evidence to the Character Evidence Tracker (Resource 8).

Activity 5: Compose — Micro-Scene in a Controlled Voice

Students write a 250–350 word micro-scene:

- from a **limited perspective** (what the character cannot know matters)
- with deliberate tone and register
- with one clear value or tension underneath the scene

Students then write a short reflection: *Which choices shaped representation and why?*

Differentiated Curriculum Emerging • Use sentence starters and word banks (tone, feelings, values) • Write a shorter scene (120–180 words) with a model paragraph to imitate • Teacher-guided evidence selection (2 quotes/images provided) Developing • Independent close reading with structured tracker tables • Write 250–350 words with at least 2 deliberate voice choices • Peer feedback focused on “voice clarity” and “reader positioning” Mastery • Compare representation across novel and film using precise metalanguage • Write with subtle focalisation shifts (what is implied, not stated) • Craft layered character complexity (conflict between public and private self) Success Criteria Students can: • explain how voice and focalisation shape meaning • analyse how characters represent ideas, experiences and values • identify how filmic choices construct representation • justify interpretations with evidence (quotes + multimodal detail) • compose a short scene with controlled voice and purposeful representation Evidence of Learning • Character Evidence Tracker (completed) • Film Representation Analysis Grid • Annotated extracts showing voice/focalisation choices • Micro-scene draft + reflection • Peer feedback notes and teacher conferencing observations	
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Topic 3: Theme, Ideas and Meaning

Outcomes

- **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** – analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** – uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

- Theme
- Connotation, imagery and symbol
- Narrative
- Perspective and context
- Literary value

Reading, Viewing and Listening

Students read and view to identify **recurring ideas, patterns and motifs**, tracking how meaning accumulates across a text rather than existing in isolated moments.

Understanding and Responding

Students analyse how **themes are constructed through language, symbolism, narrative events and repetition**, and how these themes invite reflection on social, ethical and personal issues.

Expressing Ideas and Composing

Students compose reflective and analytical responses that explain how themes emerge, develop and resonate, experimenting with thematic layering in their own writing.

Topic 3: Theme, Ideas and Meaning

Subtopics

- Theme vs topic (what a text is *about* vs what it is *saying*)
- Recurring ideas, motifs and patterns
- Symbolism as a carrier of theme
- Personal and shared values embedded in texts
- Audience interpretation of theme

Texts

- *The Bone Sparrow* — Zana Fraillon (*themes of displacement, hope, innocence, resilience*)
- Refugee-focused short films (refugeecouncil.org.au – *shared and contrasting thematic concerns*)

Resources:

11. Theme vs Topic Anchor Chart
12. Theme Tracking Table (Idea / Evidence / Technique / Meaning)
13. Symbol-to-Theme Mapping Sheet
14. Comparative Theme Venn Diagram (Novel vs Film)
15. Reflective Paragraph Scaffold (Theme Focus)

Learning Intention

Students will understand how composers develop **themes through language, structure and symbol**, and how these themes invite audiences to reflect on values, experiences and the world around them.

Activities

Activity 1: From Topic to Theme

Students brainstorm possible *topics* from the texts (e.g. refugees, childhood, borders).

Using Resource 11, they transform topics into **thematic statements**, e.g.

- *Hope persists even in spaces designed to erase it.*
Students justify each theme using at least one example.

Activity 2: Theme Tracking Across the Text

Using Resource 12, students track one chosen theme across:

- three moments from *The Bone Sparrow*
- one key moment from a refugee film

Students identify:

- technique used (symbol, repetition, imagery, narrative event)
- how meaning deepens or shifts over time

Activity 3: Symbol as Theme Carrier

Students identify key symbols (e.g. birds, fences, names, silence).

Using Resource 13, they explain:

- literal meaning
- symbolic meaning
- connection to a broader idea or value

Class discussion: *Why are symbols more powerful than direct statements?*

Activity 4: Comparing Thematic Perspectives

Using Resource 14, students compare:

- how the novel and a film treat the same theme
- similarities in values
- differences in tone, medium or emotional impact

Students discuss how medium shapes thematic delivery.

Activity 5: Compose — Thematic Reflection

Students write a short reflective paragraph:

- explaining one key theme
- supported by evidence
- linked to a personal or societal insight

Students use Resource 15 to structure their response.

Differentiated Curriculum Emerging • Provide theme sentence starters and model examples • Track a single theme with guided evidence selection • Write a scaffolded paragraph with highlighted evidence prompts Developing • Track one theme independently across multiple moments • Explain how techniques shape meaning • Write a coherent paragraph with embedded quotations or references Mastery • Analyse how multiple themes intersect or conflict • Compare thematic treatment across novel and film • Write a nuanced reflection acknowledging alternative interpretations Success Criteria Students can: • distinguish between topic and theme • identify and explain recurring ideas and patterns • analyse how symbolism contributes to theme • compare thematic perspectives across texts • articulate how themes invite reflection on values and experiences Evidence of Learning • Completed Theme Tracking Table • Symbol-to-Theme Mapping Sheet • Comparative Theme Venn Diagram • Reflective paragraph draft and revision • Teacher conferencing notes and peer discussion contributions	
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Topic 4: Perspective, Context and Representation

Outcomes

- **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** – analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** – uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

- Perspective and context
- Representation
- Narrative voice
- Characterisation
- Style and purpose

Reading, Viewing and Listening

Students read and view texts to examine **whose voice is prioritised**, how experiences are framed, and how **context shapes perspective** and meaning.

Understanding and Responding

Students analyse how **personal, social and cultural contexts** influence the representation of characters, ideas and events, and how audiences are positioned to respond.

Expressing Ideas and Composing

Students compose analytical and reflective responses that explain how perspective and context shape meaning, experimenting with **voice and viewpoint** in their own writing.

Topic 4: Perspective, Context and Representation

Subtopics

- Author, narrator and character perspective
- Personal and social context
- Representation of experience and identity
- Voice, tone and reliability
- Audience positioning

Texts

- *The Bone Sparrow* — Zana Fraillon (*narrative perspective of a child refugee*)
- Refugee short film: selected clip focusing on lived experience (refugeecouncil.org.au)

Resources

16. Perspective vs Context Anchor Chart
17. Voice and Representation Analysis Table
18. Character Lens Chart (What they see / know / feel)
19. Audience Positioning Question Grid
20. Perspective Rewrite Scaffold

Learning Intention

Students will understand how **perspective and context influence representation**, shaping how ideas, characters and experiences are portrayed and interpreted by audiences.

Activities

Activity 1: Whose Story Is This?

Using Resource 16, students identify:

- whose perspective the text is told from
- what experiences are centred
- what perspectives may be absent or marginalised

Class discussion focuses on *why* Fraillon chooses a child narrator.

Activity 2: Voice and Representation Analysis

Using Resource 17, students analyse:

- language choices linked to innocence, fear or hope
- how tone shapes empathy
- how experiences are represented rather than explained

Students connect voice to audience response.

Activity 3: Character Lens Mapping

Using Resource 18, students map a key character:

- What they know
- What they don't know
- What the audience knows beyond them

Discussion: *How does limited perspective shape meaning?*

Activity 4: Context Shapes Meaning

Students examine contextual factors:

- refugee detention
- displacement
- power and control

Using Resource 19, they answer guided questions about how context influences:

- events
- character behaviour
- audience interpretation

Activity 5: Rewrite from a New Perspective

Using Resource 20, students rewrite a short moment:

- from a guard's perspective
- or from an adult refugee

Reflection question: *What changes? What stays the same? Why?*

Differentiated Curriculum Emerging • Use guided questions to identify perspective • Complete scaffolded tables with sentence starters • Rewrite a short passage with heavy modelling Developing • Explain how context shapes representation • Analyse voice using textual evidence • Rewrite with purposeful changes to tone and detail Mastery • Evaluate reliability and limitations of perspective • Analyse how exclusion of voices shapes values • Compose a nuanced rewrite with reflective commentary Success Criteria Students can: • identify narrative perspective and contextual influences • explain how experiences are represented • analyse how voice shapes audience response • compare perspectives across texts • experiment with perspective in their own writing Evidence of Learning • Perspective and Context Anchor Chart • Completed Voice and Representation Analysis Table • Character Lens Chart • Perspective rewrite with reflection • Teacher observation and peer discussion records	
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Topic 5: Genre, Style and Literary Value

Outcomes

- **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** – analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** – uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

- Genre
- Style
- Literary value
- Narrative conventions
- Language patterns and repetition

Reading, Viewing and Listening

Students read texts to identify **genre conventions and stylistic features**, examining how these shape meaning, tone and audience engagement.

Understanding and Responding

Students analyse how texts conform to or challenge genre expectations and how **stylistic choices contribute to a text's literary value** in different contexts.

Expressing Ideas and Composing

Students compose analytical and creative responses that evaluate genre and style, experimenting with conventions to shape meaning and effect.

Topic 5: Genre, Style and Literary Value

Subtopics

- Genre conventions and expectations
- Style as a reflection of purpose and audience
- Literary value across contexts
- Repetition, patterning and tone
- Why texts endure or matter

Texts

- *The Bone Sparrow* — Zana Fraillon (*realist fiction with lyrical style*)
- Refugee short film: stylistic contrast and visual storytelling (refugeecouncil.org.au)

Resources

21. Genre Convention Comparison Chart
22. Style Feature Annotation Guide
23. Literary Value Continuum (Personal → Cultural → Social)
24. Repetition and Pattern Tracker
25. Genre Transformation Scaffold

Learning Intention

Students will understand how **genre and style shape meaning and influence how texts are valued**, and how composers deliberately use conventions to position audiences.

Activities

Activity 1: What Genre Are We In?

Using Resource 21, students identify:

- genre features of the novel and film
- shared conventions (setting, conflict, resolution)
- differences in tone and delivery

Class discussion: *Why might Fraillon choose realism with poetic language?*

Activity 2: Style Spotting

Using Resource 22, students annotate extracts for:

- sentence length and rhythm
- imagery and figurative language
- repetition and motif

Students explain how these stylistic features create emotional impact.

Activity 3: Literary Value Continuum

Using Resource 23, students place the texts along a continuum:

- personal value (empathy, connection)
- social value (awareness, justice)
- cultural value (voice, representation)

Students justify placements with evidence.

Activity 4: Pattern and Meaning

Using Resource 24, students track:

- recurring words, images or ideas
- how repetition reinforces theme
- how patterns guide reader interpretation

Activity 5: Genre Remix

Using Resource 25, students transform a moment:

- rewrite a scene as a news article, diary entry or spoken monologue
- Reflection focuses on how **genre changes tone, emphasis and meaning**.

Differentiated Curriculum**Emerging**

- Identify basic genre features with examples
- Highlight stylistic features using colour-coding
- Complete scaffolded transformation tasks

Developing • Explain how genre conventions shape meaning • Analyse style using metalanguage • Transform texts with purposeful genre shifts Mastery • Evaluate how genre and style contribute to literary value • Analyse how conventions are challenged or subverted • Create sophisticated genre adaptations with reflective commentary Success Criteria Students can: • identify and explain genre conventions • analyse stylistic features and their effects • evaluate the literary value of texts • explain how repetition and pattern shape meaning • experiment with genre and style in their own writing Evidence of Learning • Genre Convention Comparison Chart • Annotated extracts using Style Feature Guide • Literary Value Continuum justification • Genre transformation task with reflection • Teacher observations and discussion contributions	
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Topic 6: Multimodal Meaning, Voice and Reflection

Outcomes

- **EN4-RVL-01** – uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** – analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** – examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** – identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** – creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
- **EN4-ECB-01** – uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

- Representing
- Speaking
- Writing
- Planning, monitoring and revising
- Reflecting
- Code and convention across modes

Reading, Viewing and Listening

Students view, listen to and analyse multimodal texts to understand how **voice, structure, sound, image and language** work together to shape meaning and audience response.

Understanding and Responding

Students analyse how ideas, values and perspectives are represented across modes and how **choices in mode and medium influence interpretation and impact**.

Expressing Ideas and Composing

Students independently compose a **podcast** and a **short analytical response**, demonstrating control of codes and conventions across spoken, written and multimodal forms.

Topic 6: Multimodal Meaning, Voice and Reflection

Subtopics

- Voice and audience in multimodal texts
- Codes and conventions of podcasts
- Meaning across spoken, written and visual modes
- Planning, revising and refining multimodal compositions
- Reflection on learning and compositional choices

Texts

- Refugee short films (refugeecouncil.org.au)
- Extracts from *The Bone Sparrow* — Zana Fraillon (*selected passages for synthesis*)

Resources

26. Podcast Structure and Code Checklist
27. Multimodal Feature Analysis Table
28. Planning and Storyboarding Template (Podcast)
29. Short Analytical Response Scaffold
30. Reflection and Evaluation Framework

Learning Intention

Students will understand how **meaning is shaped differently across modes** and apply this understanding to independently compose and evaluate a multimodal text and a short analytical response.

Activities

Activity 1: How Meaning Changes Across Modes

Using Resource 27, students compare:

- a written extract from the novel
- a refugee short film

They analyse how sound, visuals, pacing and voice alter meaning and emotional impact.

Activity 2: Planning a Podcast Using Resource 28 and Resource 26, students: • identify purpose, audience and key idea • plan structure (introduction, thesis, development, conclusion) • select modal elements (music, tone, pauses, emphasis) Activity 3: Independent Podcast Composition Students independently compose and record a podcast that: • explores a shared idea between the novel and films • uses rhetorical strategies to engage an audience • demonstrates control of voice, pace and structure Activity 4: Short Analytical Response Using Resource 29, students write a short analytical response addressing: • how language, structure or multimodal features convey an idea • how audience and purpose shape compositional choices Activity 5: Reflection Using Resource 30, students reflect on: • how reading and viewing shaped their understanding • how planning and revision improved clarity and effect • how their choices across modes influenced meaning Differentiated Curriculum Emerging • Use structured templates for podcast planning • Identify basic multimodal features • Compose short analytical responses using sentence starters Developing • Select and justify multimodal features for purpose	
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• Sustain a clear voice in podcast delivery • Analyse language and structure with appropriate metalanguage Mastery • Evaluate how modes and media shape meaning and values • Demonstrate confident control of rhetorical and multimodal techniques • Produce insightful reflections linking reading, composing and revision Success Criteria Students can: • explain how meaning changes across modes • apply codes and conventions of podcasts • compose a coherent and engaging multimodal text • write a focused short analytical response • reflect on how planning, drafting and revising shaped meaning Evidence of Learning • Completed Podcast Structure Checklist • Recorded podcast with teacher rubric • Short analytical response • Planning and storyboard documents • Final reflective evaluation	
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Teaching and Learning	Register
TOPIC 1 — Power, Allegory and the World of the Farm Outcomes • EN4-RVL-01 uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction • EN4-URA-01 analyses how meaning is created through the use of and response to language forms, features and structures • EN4-URB-01 examines and explains how texts represent ideas, experiences and values • EN4-URC-01 identifies and explains ways of valuing texts and the connections between them • EN4-ECA-01 creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions • EN4-ECB-01 uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts Content Reading, Viewing and Listening • Apply reading pathways to determine form, purpose and meaning • Explore main ideas and thematic concerns for meaning • Engage with layers of meaning and allegorical representation • Explain personal responses to characters and situations Understanding and Responding • Use metalanguage to analyse how meaning is constructed • Analyse how allegory represents social and political ideas • Examine how characters represent values and power structures • Analyse how language forms and features create multiple meanings Expressing Ideas and Composing • Compose analytical paragraphs explaining how meaning is shaped • Embed textual evidence to support ideas • Use topic sentences, explanation and evidence coherently	

- Reflect on how language choices shape interpretation

Topic: Power, Allegory and the World of the Farm

Subtopics

- What is allegory and why composers use it
- Power, control and inequality
- Characters as symbols of ideas and groups
- Rules, language and manipulation
- The relationship between individual identity and collective power

Texts

- **Animal Farm** — selected extracts (opening scenes and early farm rules)

Resources

1. Module D Overview and Key Concepts Sheet
2. Allegory Explained: Graphic Organiser
3. Power and Control QTE Table
4. Character as Symbol Tracker
5. Model Analytical Paragraph (Stage 4)

Learning Intention

Students will understand how **allegory is used to represent power, control and social structures**. They will analyse how characters and language choices in *Animal Farm* symbolise real-world ideas and will begin composing analytical responses that explain how meaning is shaped.

Activity

Students begin by exploring the concept of **allegory**, identifying how stories can represent ideas beyond their literal events. Using guided discussion and a visual organiser, students connect allegory to familiar examples (fables, films, political cartoons).

Students read selected opening extracts from *Animal Farm*, applying close reading strategies to identify:

- who holds power
- how rules are introduced
- how language positions different characters

Students complete a **Character as Symbol Tracker**, explaining what key characters (e.g. pigs, workers, leaders) represent and how these representations connect to ideas about authority and control.

Students then compose a **short analytical paragraph** responding to the question:

How does the opening of Animal Farm use allegory to represent power?

The paragraph is jointly deconstructed before students write independently, embedding short textual references.

Differentiated Curriculum

Emerging

Students may:

- identify allegory using simplified definitions
- describe characters using literal traits
- complete partially scaffolded QTE tables
- write guided analytical sentences using sentence starters

Support strategies

- Sentence frames
- Highlighted quotations
- Oral responses before writing

Developing

Students may:

- explain how characters symbolise ideas
- identify how language shapes power relationships
- write a structured analytical paragraph
- embed short quotations with explanation

Support strategies

- Paragraph scaffolds

• Modelled annotations • Guided peer discussion Mastery Students may: • analyse allegory with precision • explain how language manipulates power • link character actions to broader social ideas • write fluent analytical paragraphs using metalanguage Extension strategies • Comparative allegory examples • Independent paragraph refinement • Student-led discussion facilitation Success Criteria Students can: • explain what allegory is and why it is used • identify how characters symbolise ideas • analyse how power is represented through language • compose a clear analytical paragraph with evidence • use appropriate metalanguage Evidence of Learning • Completed Allegory Graphic Organiser • Character as Symbol Tracker • Annotated text extracts • Analytical paragraph draft • Teacher feedback and reflection notes	
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TOPIC 2 — Language, Rules and the Manipulation of Truth

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Explore how texts contain layers of meaning
- Identify how language shapes interpretation and response
- Explain personal responses to language choices and ideas

Understanding and Responding

- Use metalanguage to analyse language forms and features
- Analyse how repetition, modality and diction influence meaning
- Examine how rules and slogans construct authority
- Explain how language can manipulate beliefs and values

Expressing Ideas and Composing

- Compose analytical paragraphs that explain how language shapes power
- Embed textual evidence within sentences
- Use topic sentences, explanation and analysis coherently
- Reflect on how language choices influence interpretation

Topic: Language, Rules and the Manipulation of Truth**Subtopics**

- Language as a tool of power
- Rules, slogans and repetition
- Modality and certainty (“must”, “never”, “always”)
- Simplification and distortion of truth
- The relationship between language and control

Texts

- **Animal Farm** — extracts focusing on the Seven Commandments and their revisions

Resources

6. Language and Power Mini-Guide
7. Rules and Slogans QTE Table
8. Modality and Authority Word Bank
9. Model Analytical Paragraph: Language and Power
10. Paragraph Planning Scaffold (TEEL / PETAL)

Learning Intention

Students will understand how **language is used to control thinking and behaviour**. They will analyse how rules, slogans and word choices in *Animal Farm* manipulate truth and shape power, and apply this understanding in analytical writing.

Activity

Students begin by examining real-world examples of rules and slogans (school rules, advertisements, political slogans), discussing how language can influence behaviour and belief.

Students then read selected extracts from *Animal Farm* that present the **Seven Commandments**. Through guided annotation, students identify:

- repeated words or phrases
- changes in wording

- use of certainty or vagueness
- who benefits from the language

Using the **Rules and Slogans QTE Table**, students analyse how language shifts meaning over time and how these shifts affect the animals' understanding of truth.

Students compose a **focused analytical paragraph** responding to:

How does language in Animal Farm manipulate truth and maintain power?

Students are encouraged to embed short quotations and explain how specific word choices shape meaning.

Differentiated Curriculum

Emerging

Students may:

- identify repeated words or rules
- explain meaning using literal language
- complete scaffolded QTE tables
- write analytical sentences using provided starters

Support strategies

- Highlighted extracts
- Sentence frames for analysis
- Oral rehearsal before writing

Developing

Students may:

- explain how language shapes belief
- analyse changes in rules or slogans
- embed short quotations with explanation
- write a structured analytical paragraph

Support strategies

- Paragraph scaffolds
- Guided peer discussion
- Modelled paragraph breakdown

Mastery

Students may:

- analyse subtle language manipulation
- explain the role of modality and repetition
- connect language choices to broader power structures
- write fluent analytical paragraphs using metalanguage

Extension strategies

- Comparative rule analysis
- Independent paragraph refinement
- Student-led annotation discussion

Success Criteria

Students can:

- analyse how language manipulates truth
- explain how rules and slogans maintain power
- use metalanguage accurately
- embed evidence to support ideas
- compose a coherent analytical paragraph

Evidence of Learning

- Annotated commandment extracts
- Completed Rules and Slogans QTE Table
- Analytical paragraph draft
- Teacher feedback and reflection notes

TOPIC 3 — Characterisation, Leadership and Moral Corruption

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Explore how characters are constructed through language and action
- Explain personal responses to characters and leadership figures
- Identify how character interactions shape meaning

Understanding and Responding

- Analyse characterisation using language features and structure
- Examine how characters represent values, attitudes and power
- Analyse protagonists, antagonists, foils and drivers of conflict
- Explain how leadership is constructed and corrupted

Expressing Ideas and Composing

- Compose analytical paragraphs focused on characterisation
- Embed textual evidence to support interpretation
- Use topic sentences and logical sequencing of ideas
- Reflect on how character actions shape meaning

Topic: Characterisation, Leadership and Moral Corruption

Subtopics

- Construction of leaders and followers
- Power, ambition and corruption
- Character motivation and moral decline
- Protagonists, antagonists and foils
- Leadership as a reflection of human values

Texts

- **Animal Farm** — extracts focusing on Napoleon, Snowball, Boxer and the animals

Resources

11. Character Profile and Motivation Table
12. Leadership Traits Continuum (Ideal → Corrupt)
13. Characterisation QTE Scaffold
14. Model Analytical Paragraph: Character and Power
15. Evidence Embedding Sentence Starters

Learning Intention

Students will understand how **characters are constructed to represent leadership, power and moral values**. They will analyse how characters in *Animal Farm* reflect the corruption of ideals and apply this understanding in analytical writing.

Activity

Students begin by discussing real-world examples of leadership (school leaders, historical figures, fictional leaders), identifying qualities associated with *good* and *corrupt* leadership.

Students then read selected extracts from *Animal Farm* focusing on **Napoleon, Snowball and Boxer**. Through guided annotation, students identify:

- character actions and decisions
- language used to describe each character

- changes in behaviour over time
- how other characters respond to them

Using the **Character Profile and Motivation Table**, students track how leadership qualities shift across the text.

Students compose a **focused analytical paragraph** responding to:

How does Animal Farm use characterisation to show the corruption of leadership?

Students must embed at least one quotation and explain how character actions represent broader values.

Differentiated Curriculum

Emerging

Students may:

- identify key traits of characters
- describe character actions literally
- use sentence starters to explain ideas
- complete scaffolded character tables

Support strategies

- Simplified extracts
- Teacher-guided annotation
- Oral explanation before writing

Developing

Students may:

- explain how characters represent leadership
- analyse motivations and moral change
- embed quotations with explanation
- write structured analytical paragraphs

Support strategies

- Paragraph planning templates
- Guided peer discussion
- Model paragraph analysis

Mastery Students may: • analyse complex character dynamics • explain symbolic roles of characters • connect characterisation to themes of power • write fluent analytical responses using metalanguage Extension strategies • Comparative character analysis • Independent paragraph refinement • Leadership symbolism discussion Success Criteria Students can: • analyse how characters represent leadership and power • explain how moral corruption is shown through characterisation • embed evidence effectively • use metalanguage accurately • compose a coherent analytical paragraph Evidence of Learning • Annotated character extracts • Completed Character Profile and Motivation Table • Analytical paragraph on leadership and corruption • Teacher feedback and student reflection notes	
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TOPIC 4 — Narrative Structure, Conflict and the Shaping of Society

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Identify narrative conventions such as setting, plot, complication and resolution
- Trace how events unfold and escalate conflict
- Explain personal responses to narrative turning points

Understanding and Responding

- Analyse how narrative structure shapes meaning
- Examine how conflict drives change in characters and society
- Explain how collective identities and values are shaped through narrative progression

Expressing Ideas and Composing

- Compose analytical paragraphs focused on narrative structure
- Explain cause-and-effect relationships between events
- Integrate textual evidence to support interpretation

Topic: Narrative Structure, Conflict and the Shaping of Society

Subtopics

- Setting as a representation of society
- Complication, conflict and rising tension
- Turning points and loss of ideals
- Resolution without justice
- Narrative as a warning or critique

Texts

- **Animal Farm** — extracts tracing the rise and consolidation of power on the farm

Resources

16. Narrative Arc and Turning Points Diagram
17. Conflict Tracker (Event → Cause → Effect)
18. Narrative QTE Scaffold
19. Model Analytical Paragraph: Narrative and Power
20. Essay-Style Topic Sentence Bank

Learning Intention

Students will understand how **narrative structure and conflict shape meaning**, particularly how *Animal Farm* uses events and turning points to reveal the collapse of ideals and the transformation of society.

Activity

Students begin by revisiting the **Animal Farm** revolution as a promise of equality. As a class, students map key events from the start of the play to later scenes where power becomes centralised.

Using the **Narrative Arc and Turning Points Diagram**, students identify:

- the initial equilibrium
- moments of rising tension
- major turning points
- how conflict escalates

• how (and whether) resolution is achieved Students then complete the Conflict Tracker, linking events (e.g. expulsion of Snowball, rewriting of commandments) to their consequences for the animals. Students compose an analytical paragraph responding to: <i>How does the narrative structure of Animal Farm show the gradual corruption of society?</i> Students are encouraged to link events → consequences → values explicitly. Differentiated Curriculum Emerging Students may: • retell narrative events in sequence • identify conflict at a basic level • use scaffolded sentence starters • rely on visual narrative diagrams Support strategies • Simplified narrative summaries • Oral rehearsal of ideas • Teacher-guided paragraph construction Developing Students may: • explain how conflict changes the farm • analyse turning points in the narrative • embed quotations with explanation • write structured analytical paragraphs Support strategies • Paragraph planning frames • Peer discussion and feedback • Model paragraph annotation	
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Mastery

Students may:

- analyse narrative as social allegory
- explain how structure reinforces theme
- synthesise events across the text
- write fluent analytical responses using precise metalanguage

Extension strategies

- Comparative turning-point analysis
- Independent paragraph refinement
- Linking narrative to historical or social parallels

Success Criteria

Students can:

- identify narrative conventions and turning points
- explain how conflict shapes society in the text
- analyse cause-and-effect relationships
- embed textual evidence effectively
- compose a coherent analytical paragraph

Evidence of Learning

- Completed Narrative Arc and Conflict Tracker
- Annotated extracts focusing on turning points
- Analytical paragraph on narrative and society
- Teacher feedback and student reflection

TOPIC 5 — Themes, Ideology and the Loss of Freedom

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Identify key themes and recurring ideas
- Track repetition and patterning across scenes
- Explain personal responses to moral and ethical issues

Understanding and Responding

- Analyse how themes are constructed through language and events
- Examine how ideology shapes beliefs and behaviour
- Explain how texts communicate social, ethical and philosophical ideas

Expressing Ideas and Composing

- Compose analytical paragraphs focused on theme
- Integrate quotations to support conceptual claims
- Develop thesis-driven explanations of ideas

Topic: Themes, Ideology and the Loss of Freedom

Subtopics

- Equality versus power
- Propaganda and manipulation
- Control through language
- Corruption of ideals
- Freedom, silence and complicity

Texts

- **Animal Farm** — extracts focusing on commandments, speeches, and ideological control

Resources

21. Theme Tracker (Idea → Evidence → Meaning)
22. Ideology and Power Concept Map
23. Theme-Based QTE Scaffold
24. Model Thematic Paragraph (Power and Control)
25. Analytical Sentence Expansion Bank

Learning Intention

Students will understand how **themes and ideology are developed** in *Animal Farm* to critique power, manipulation and the erosion of freedom.

Activity

Students revisit the Seven Commandments and track how their wording changes across the play. In pairs, students identify which *values* are being promoted or erased at each stage.

Using the **Theme Tracker**, students trace one theme (e.g. *equality, freedom, or power*) across multiple scenes, identifying:

- repetition
- shifts in meaning
- language choices that support ideology

Students then construct a theme-based analytical paragraph responding to:
How does Animal Farm show the loss of freedom through the development of a central theme?
Emphasis is placed on linking **language → ideology → consequence**.

Differentiated Curriculum

Emerging

Students may:

- identify themes at a literal level
- describe events related to freedom or control
- use sentence starters to explain ideas

Support strategies

- Visual theme maps
- Teacher-selected quotations
- Joint paragraph construction

Developing

Students may:

- explain how themes develop across the text
- analyse language used to promote ideology
- embed quotations with explanation

Support strategies

- Scaffolded QTE tables
- Peer discussion and feedback
- Model paragraph annotation

Mastery

Students may:

- analyse themes as ideological critique
- synthesise ideas across scenes
- evaluate the effectiveness of thematic development

Extension strategies

- Independent thematic comparison
- Linking themes to historical or modern contexts
- Thesis refinement for essay writing

Success Criteria

Students can:

- identify and track central themes
- explain how ideology shapes meaning
- analyse language that reinforces power
- integrate textual evidence fluently
- compose a focused thematic paragraph

Evidence of Learning

- Completed Theme Tracker and Concept Map
- Annotated extracts on ideology
- Analytical paragraph on theme and freedom
- Teacher feedback and student self-reflection

TOPIC 6 — Sustained Analytical Writing: Planning, Drafting and Refinement

Outcomes

- **EN4-RVL-01** uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
- **EN4-URA-01** analyses how meaning is created through the use of and response to language forms, features and structures
- **EN4-URB-01** examines and explains how texts represent ideas, experiences and values
- **EN4-URC-01** identifies and explains ways of valuing texts and the connections between them
- **EN4-ECA-01** creates personal, creative and critical texts for a range of audiences using linguistic and stylistic conventions
- **EN4-ECB-01** uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

Content

Reading, Viewing and Listening

- Revisit key extracts to refine understanding of ideas and values
- Select evidence that best supports a conceptual argument

Understanding and Responding

- Synthesise ideas across the text
- Evaluate how language choices support meaning and ideology
- Explain how themes shape interpretation

Expressing Ideas and Composing

- Develop a sustained analytical response
- Construct a clear thesis and cohesive argument
- Edit for clarity, coherence and precision

Topic: Sustained Analytical Writing: Planning, Drafting and Refinement

Subtopics

- Essay questions and task interpretation
- Thesis construction

• Paragraph sequencing and cohesion • Integrating textual evidence • Editing for control and clarity • Reflecting on analytical choices Texts • <i>Animal Farm</i> — full text (selective revision of key scenes) Resources 26. Sustained Analytical Essay Scaffold 27. Thesis Development Planner 28. Body Paragraph Structure Guide (TEEL / PETAL) 29. Quotation Integration and Analysis Bank 30. Editing and Revision Checklist 31. Student Reflection Scaffold (Analytical Writing) Learning Intention Students will plan, draft, refine and reflect on a sustained analytical response that demonstrates control of argument, evidence and language. Activity Students begin by unpacking the assessment question, identifying key directive terms and the conceptual focus (e.g. power, freedom, corruption, identity). Using the Thesis Development Planner, students draft a clear, arguable thesis responding directly to the question. Students then: • plan paragraph ideas using the Essay Scaffold • draft body paragraphs with embedded quotations • receive teacher and peer feedback • revise for clarity, cohesion and analytical depth	
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Time is explicitly allocated for editing, focusing on: • topic sentences • explanation of evidence • logical sequencing of ideas The topic concludes with submission of the sustained analytical response. Differentiated Curriculum Emerging Students may: • require sentence starters for thesis and topic sentences • focus on one clear idea per paragraph • rely on guided quotation selection Support strategies • Partially completed scaffolds • Modelled paragraph walkthroughs • Teacher conferencing Developing Students may: • construct a clear thesis with multiple supporting ideas • embed quotations with explanation • revise writing based on feedback Support strategies • Peer editing protocols • Paragraph-level success criteria • Highlighted revision tasks Mastery Students may: • sustain a conceptual argument across the essay	
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• synthesise language, theme and ideology • demonstrate control of tone and academic register Extension strategies • Independent redrafting • Evaluative conclusions • Reflection on analytical voice Success Criteria Students can: • respond directly to the question with a clear thesis • organise ideas logically across paragraphs • analyse language and ideas using metalanguage • integrate and explain textual evidence • revise writing for clarity and effectiveness Evidence of Learning • Essay plan and thesis draft • Drafted and edited analytical paragraphs • Final sustained analytical response • Reflection on writing and revision process	
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Rationale

Mathematical ideas have evolved and continue to develop across cultures and have been practised in Australia by Aboriginal and Torres Strait Islander Peoples for thousands of years. Through the study of mathematics, students apply their knowledge and skills to deepen their understanding of the world.

Mathematics is a reasoning and creative activity, integral to scientific and technological advances across many fields of endeavour. The symbolic nature of mathematics provides a powerful and precise means of communication.

Making connections across mathematical concepts and other subject areas enhances students' ability to understand the purpose of learning mathematics and to develop a deeper conceptual understanding. This helps students to recognise the role of mathematics in solving problems in the world around them, applying their understanding to familiar and unfamiliar situations.

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

Aim

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

Year 8 Mathematics Scope and Sequence

Term 1										
Week	1	2	3	4	5	6	7	8	9	10
Strand	Number and Algebra				Measurement and Space				Number and Algebra	
Chapter	Chapter 1: Computations with Integers				Chapter 2: Angle Relationships and Properties of Geometrical Figures				Chapter 3: Fractions, Decimals and Percentages	
Outcomes	MAO-WM-01, MA4-INT-C-01-01				MAO-WM-01, MA4-GEO-C-01				MAO-WM-01, MA4-FRC-C-01	

Term 2										
Week	1	2	3	4	5	6	7	8	9	10
Strand	Number and Algebra		Measurement and Space				Number and Algebra			
Chapter	Chapter 3: Fractions, Decimals and Percentages		Chapter 4: Measurement and Pythagoras Theorem				Chapter 5: Algebraic Techniques and Index Laws			
Outcomes	MAO-WM-01, MA4-FRC-C-01		MAO-WM-01, MA4-LEN-C-01, MA4-PYT-C-01, MA4-ARE-C-01, MA4-VOL-C-01				MAO-WM-01, MA4-ALG-C-01, MA4-IND-C-01			

Term 3										
Week	1	2	3	4	5	6	7	8	9	10
Strand	Number and Algebra				Number and Algebra				Statistics and Probability	
Chapter	Chapter 6: Ratio and Rates				Chapter 7: Equations and Inequalities				Chapter 8: Probability and Statistics	
Outcomes	MAO-WM-01, MA4-RAT-C-01				MAO-WM-01, MA4-EQU-C-01				MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01	

Term 4										
Week	1	2	3	4	5	6	7	8	9	10
Strand	Statistics and Probability		Number and Algebra				Measurement and Space			
Chapter	Chapter 8: Probability and Statistics		Chapter 9: Linear Relationships				Chapter 10: Transformation and Congruence			
Outcomes	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01		MAO-WM-01, MA4-LIN-C-01				MAO-WM-01			

Learning Program

Chapter 1: Computations with Integers

Start:	Completion:
Outcomes:	Register:
Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
Compares, orders and calculates with integers to solve problems MA4-INT-C-01	

Chapter 2: Angle Relationships and Properties of Geometrical Figures

Start:	Completion:
Outcomes:	Register:
Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
Identifies and applies the properties of triangles and quadrilaterals to solve problems MA4-GEO-C-01	

Chapter 3: Fractions, Decimals and Percentages

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
represents and operates with fractions, decimals and percentages to solve problems MA4-FRC-C-01	

Chapter 4: Measurement and Pythagoras Theorem

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
applies Pythagoras' theorem to solve problems in various contexts MA4-PYT-C-01	
applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems MA4-ARE-C-01	
applies knowledge of volume and capacity to solve problems involving right prisms and cylinders MA4-VOL-C-01	
applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems MA4-LEN-C-01	

Chapter 5: Algebraic Techniques and Index Laws	
Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
generalises number properties to operate with algebraic expressions including expansion and factorisation MA4-ALG-C-01	
operates with primes and roots, positive-integer and zero indices involving numerical bases and establishes the relevant index laws MA4-IND-C-01	

Chapter 6: Ratio and Rates	
Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
solves problems involving ratios and rates, and analyses distance–time graphs MA4-RAT-C-01	

Chapter 7: Equations and Inequalities

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
solves linear equations of up to 2 steps and quadratic equations of the form $ax^2 = c$ MA4-EQU-C-01	

Chapter 8: Probability and Statistics

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
solves problems involving the probabilities of simple chance experiments MA4-PRO-C-01	
classifies and displays data using a variety of graphical representations MA4-DAT-C-01	
analyses simple datasets using measures of centre, range and shape of the data MA4-DAT-C-02	

Chapter 9: Linear Relationships

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	
creates and displays number patterns and finds graphical solutions to problems involving linear relationships MA4-LIN-C-01	

Chapter 10: Transformation and Congruence

Start:	Completion:
Outcomes:	Register:
develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly MAO-WM-01	

Science

Rationale

The study of science in Years 7–10 is a dynamic, collaborative and creative human endeavour. It encourages, inspires and enables students to develop knowledge and understanding of the world through observation, questioning, experimentation, discussion, critical analysis and creative thinking.

The Science 7–10 Syllabus supports the development of scientific literacy through the Working scientifically processes, and provides students with the scientific knowledge required to investigate phenomena, make predictions and solve problems.

As the oldest living continuous Cultures in the world, Aboriginal and Torres Strait Islander Peoples have developed their Cultural Knowledges over millennia. These Knowledges are not static and continue to develop. Through the study of science, students have the opportunity to develop their knowledge and understanding of Aboriginal and Torres Strait Islander Peoples' Cultural and Scientific Ways of Knowing, Being and Doing.

Making connections across scientific disciplines and other subject areas develops students' conceptual understanding of science and its relationship with the world. This enables students to recognise the role of science in solving existing and emerging real-world problems. Students learn to apply their knowledge and understanding to solve familiar and unfamiliar problems.

The Science 7–10 Syllabus provides opportunities for students to participate in experiences that develop their scientific knowledge and capabilities, and that engage them as scientifically literate citizens.

By studying science, students develop an understanding of the social and cultural contexts of science. This provides a basis for students to make reasoned, evidence-based and ethical decisions. The Science 7–10 Syllabus encourages students to find innovative solutions to science-related, social and global issues, including sustainable futures.

Aim

The aim of the Science 7–10 Syllabus is to:

- develop students' curiosity about, and interest in, science and the natural world
- increase students' knowledge and understanding of the nature and practice of science, and the Working scientifically processes
- encourage students to generate and analyse data, evaluate results, and make ethical, evidence-based decisions, as informed, reflective and scientifically literate citizens.

2026 Year 9 Science Scope and Sequence

Term 1										
Week	1	2	3	4	5	6	7	8	9	10
Focus Area	Living Systems									
Chapter	Chapter 5									
Outcomes	SC4-LIV-01 describes the role, structure and function of a range of living systems and their components SC4-WS-02 Working scientifically Questioning and predicting identifies questions and makes predictions to guide scientific investigations SC4-WS-05 Working scientifically Processing data and information uses a variety of ways to process and represent data SC4-WS-08 Working scientifically Communicating communicates scientific concepts and ideas using a range of communication forms									

Term 2										
Week	1	2	3	4	5	6	7	8	9	10
Focus Area	Periodic Table and Atomic Structure									
Chapter	Chapter 6									
Outcomes	SC4-PRT-01 explains how uses of elements and compounds are influenced by scientific understanding and discoveries relating to their properties SC4-WS-05 Working scientifically Processing data and information uses a variety of ways to process and represent data SC4-WS-06 Working scientifically Analysing data and information uses data to identify trends, patterns and relationships, and draw conclusions									

Term 3										
Week	1	2	3	4	5	6	7	8	9	10
Focus Area	Change									
Chapter	Chapter 7									
Outcomes	SC4-CHG-01 explains how energy causes geological and chemical change SC4-WS-01 Working scientifically Observing uses scientific tools and instruments for observations SC4-WS-03 Working scientifically Planning investigations plans safe and valid investigations SC4-WS-04 Working scientifically Conducting investigations follows a planned procedure to undertake safe and valid investigations									

Term 4										
Week	1	2	3	4	5	6	7	8	9	10
Focus Area	Data Science 1									
Chapter	Chapter 8									
Outcomes	SC4-DA1-01 explains how data is used by scientists to model and predict scientific phenomena SC4-WS-06 Working scientifically Analysing data and information uses data to identify trends, patterns and relationships, and draw conclusions SC4-WS-07 Working scientifically Problem-solving identifies problem-solving strategies and proposes solutions									

Learning Program

Focus area 5: 5.0 Living systems – Term 1

Body systems

- 5.1 Body systems basics
- 5.2 The digestive system
- 5.3 The respiratory system
- 5.4 The circulatory system
- 5.5 The excretory system
- 5.6 Body systems in action

Plant systems

- 5.7 Plant systems in action
- 5.8 Flowering plants

Ecosystems

- 5.9 Ecosystem basics
- 5.10 Interactions between organisms
- 5.11 Abiotic factors in ecosystems
- 5.12 Matter flows through ecosystems
- 5.13 Energy flows through ecosystems
- 5.14 Human impacts on ecosystems
- 5.15 Environmental impacts on ecosystems

Living systems in context

- 5.16 Living systems in context
- Living systems summary
- Masterclass

Focus area 6: 6.0 Periodic table and atomic structure – Term 2**Classification of matter**

6.1 Classifying elements

6.2 Elements, compounds and alloys in action

Atomic structure

6.3 Matter is made of atoms

6.4 Changing ideas of the atom

Periodic table

6.5 The periodic table

6.6 Organisation of elements in the periodic table

6.7 Common compounds

6.8 Development of the periodic table

Periodic table and atomic structure in context

6.9 Periodic table and atomic structure in context

Periodic table and atomic structure summary

Masterclass

Focus area 7: 7.0 Change – Term 3**Energy transfers**

- 7.1 Types of energy
- 7.2 Energy transfer
- 7.3 Energy changes
- 7.4 Systems in energy

Chemical change

- 7.5 Physical and chemical change
- 7.6 Representing chemical change
- 7.7 Chemical changes in everyday life
- 7.8 Energy changes in chemical reactions

Geological change

- 7.9 Earth's structure
- 7.10 Evidence for plate tectonics
- 7.11 What causes tectonic plates to move?
- 7.12 Earthquakes
- 7.13 Volcanoes
- 7.14 Aboriginal and Torres Strait Islander cultural accounts of earthquakes and volcanoes
- 7.15 Minerals
- 7.16 The rock cycle
- 7.17 Igneous rocks
- 7.18 Metamorphic rocks
- 7.19 Sedimentary rocks
- 7.20 Fossils
- 7.21 History in the rocks

Change in context

- 7.22 Change in context
- Change summary
- Masterclass

Focus area 8: 8.0 Data science 1 – Term 4
Data
8.1 Data sources 8.2 Digital footprints
Scientific models
8.3 Scientific approaches 8.4 Scientific models 8.5 Using digital models
Applications of models
8.6 Developing models
Collecting, using and analysing datasets
8.7 Gathering data 8.8 Analysing data
Data science 1 in context
8.9 Data science 1 in context Data science 1 summary Masterclass

Rationale

Learning a language provides students with an opportunity to communicate and engage with the world and its people. Students learn the target language by developing and applying their knowledge of the language and culture(s). Studying a language enhances communication with speakers of the target language and equips learners with intercultural capability. They engage with the linguistic and cultural diversity of the world and develop respect, openness and empathy.

Students explore the target language and culture(s) and their own heritage, language(s) and culture(s). This enriches a student's understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their own identity and culture(s). The Modern Languages K–10 Syllabus invites students to consider the perspectives of others and the world beyond themselves, contributing to their own social and emotional development. Learning a language provides students with opportunities to engage socially, culturally and economically in the community. They develop a deeper understanding of their place in the world and the importance of global citizenship.

Learning a language improves literacy outcomes in first and additional languages and it also increases metalinguistic awareness. Learning languages strengthens collaborative and problem-solving skills, and enhances reflective, critical and creative thinking.

The communicative, intercultural and intellectual benefits of language learning reach beyond the individual. Proficiency in languages is a resource that serves communities and supports and promotes social cohesion within Australia. It strengthens intercultural capability, and enables students to exchange and negotiate meaning within and across languages and cultures, both locally and globally. Students develop their communicative competence and ability to use the target language in real situations and see language learning as offering valuable skills for life.

Aim

The aim of Modern Languages K–10 is to empower students to become effective communicators in the target language by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in the target language
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

Secondary (7–10)

Focus area	Stage 4	Register
Interacting	ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language	
Understanding texts	ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding	
Creating texts	ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language	

Outcomes and content for Stage 4

Interacting

Outcomes

A student:

- exchanges information and opinions in a range of familiar contexts by using culturally appropriate language **ML4-INT-01**

Related Life Skills outcomes: MLLS-INT-01

Content

Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student's preferred communication form(s).

Exchanging and negotiating meaning to interact in the target language

- Socialise with peers
- Understand and reciprocate information about their own and others' personal worlds
- Express and explain emotions, opinions and personal preferences
- Ask questions and describe actions
- Use a range of communication strategies to facilitate interactions in familiar contexts

Applying knowledge of language systems to interact in the target language

- Use features of the sound system in spoken interactions
- Use relevant and familiar vocabulary from a range of themes to interact
- Use structures and features of the grammatical system to interact

Applying knowledge of the target language culture(s) to interact

- Use language that is appropriate to cultural practices and values to interact

Understanding texts

Outcomes

A student:

- interprets and responds to information, opinions and ideas in texts to demonstrate understanding **ML4-UND-01**

Related Life Skills outcomes: MLLS-UND-01

Content

Understanding and responding to spoken, written and multimodal target language texts

- Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes
- Develop and use comprehension strategies to interpret information, opinions and ideas in texts
- Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas
- Demonstrate understanding of the context, purpose and audience in predictable texts

Applying knowledge of language systems to understand and respond to target language texts

- Use knowledge of features of the sound system to understand texts
- Use knowledge of sound–symbol correspondences to understand and respond to texts
- Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts
- Use knowledge of structures and features of the grammatical system to understand and respond to texts
- Recognise and use structures and features of the target language writing system to understand and respond to texts
- Use familiar metalanguage to compare target language structures and features with English

Developing intercultural understanding through target language texts

- Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity

Creating texts

Outcomes

A student:

- creates a range of texts for familiar communicative purposes by using culturally appropriate language **ML4-CRT-01**

Related Life Skills outcomes: MLLS-CRT-01

Content

Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience

- Create informative texts to describe and share information about themselves and their personal world
- Create imaginative texts
- Use familiar text features

Applying knowledge of language systems to create texts in the target language

- Use features of the sound system to create spoken texts
- Use sound–symbol correspondences to create written texts
- Use relevant and familiar vocabulary from a range of themes to create texts
- Use structures and features of the grammatical system to create texts
- Use structures and features of the target language writing system to create written texts

Applying knowledge of the target language culture(s) to create texts

- Use language that is appropriate to cultural practices and values to create texts

Textbook Register

Unit	Register
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Rationale

Music is a form of personal and cultural expression that occupies a significant place in global cultures and histories. It can define and express identities, shape and comment on community values, and has the capacity to engage, inspire, enrich and transform the lived experiences of students.

Music fosters an understanding of continuity and change, connecting cultures, times and regions. As students develop a deeper understanding of music, they draw on histories, practices, technologies and personal experiences to perform, compose and appreciate music. Students explore and experience Aboriginal and Torres Strait Islander music, and the diversity of influences and styles in Australian music.

Students engage with the elements of music through performing, listening and composing a range of musical repertoire. They develop musical literacies as they sing, play instruments, improvise, compose, read notations, record, analyse and appreciate music, enabling the development of aural and theoretical skills. Engagement with the expressive, cultural and aesthetic value of music enriches students' musical understanding, supports them to appreciate music more deeply and enhances the development of their creative thinking and expression.

The study of Music in Years 7–10 supports intellectual stimulation, neurological development, exploration of values, development of creativity and the expression of emotion. It combines the development of affective, cognitive, psychomotor, personal and social competencies in the act of making, understanding, appreciating and enjoying music. The transferable skills developed through the study of Music support students to follow a broad range of pathways and professions.

Aim

The aim of the Music 7–10 Syllabus is to:

- enable students to develop musical knowledge, skills and literacies for active engagement, to become thoughtful and creative musicians
- provide the means for students to experience the creative process as an individual, and in collaboration with others, through performing, listening and composing
- contribute to students' aesthetic, artistic and cultural education and enjoyment
- develop a lifelong sense of wonder and curiosity about and engagement with music.

Table of outcomes

Focus area	Stage 4	Register
Performing	MU4-PER-01 uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas	
Listening	MU4-LIS-01 uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music	
Composing	MU4-COM-01 improvises, arranges or composes using the elements of music to create musical ideas	

Outcomes and content for Stage 4

Performing

Outcomes

A student:

- uses performance skills to demonstrate understanding of the elements of music and communicate musical ideas MU4-PER-01

Related Life Skills outcomes: MULS-PER-01, MULS-PER-02, MULS-PER-03

Content

Music in practice

- Sing demonstrating melodic and/or harmonic awareness
- Develop vocal and/or instrumental skills individually and in groups
- Perform music in a range of musical styles to communicate musical ideas
- Perform in an ensemble recognising own role and those of others
- Perform own compositions and those of others
- Improvise on a given musical stimulus to develop musical ideas
- Perform from musical scores
- Apply knowledge of musical terminology to rehearse and perform
- Experiment with technologies to explore creative possibilities
- Demonstrate safe vocal and instrumental practices including correct posture, warm-up and technique
- Reflect on own experience of performing to develop performance skills

Music in context

- Apply stylistic characteristics in performance
- Understand the purpose of a performance
- Communicate musical ideas with expression
- Perform with consideration of composer and audience perspectives
- Perform to audiences in different settings
- Apply the protocols and responsibilities of working safely and respectfully with others
- Make ethical choices about how music is used in performance, including use of Indigenous Cultural and Intellectual Property (ICIP) protocols
- Demonstrate understanding of risks and protocols related to information and identity

Elements of music

Related: [Elements of music](#)

- Use the elements of music when improvising and performing to communicate musical ideas
- Describe how the elements of music are used in performance

Listening

Outcomes

A student:

- uses listening skills to describe music in relation to stylistic, cultural, historical or social contexts and the elements of music MU4-LIS-01

Related Life Skills outcomes: MULS-LIS-01, MULS-LIS-02

Content

For students who are d/Deaf or hard of hearing, Listening may include the use of assistive technology, score-reading activities, watching performances and accessing music through other senses including the use of sign language.

Music in practice

- Listen to live and recorded music and identify musical features and ideas
- Listen to and explore a range of repertoire to compare pieces of music
- Identify and describe the use of technologies in repertoire
- Interpret a range of musical symbols and follow scores that include notations relevant to the repertoire
- Use appropriate musical terminology to describe and discuss music
- Use written, verbal and multimodal forms to describe how musical ideas are communicated
- Use listening skills and memory to clap, sing or play musical patterns
- Transcribe musical patterns using notations relevant to the repertoire
- Use listening skills to reflect on own live or recorded performances and compositions

Music in context

- Describe music in relation to a particular time period, culture, genre or style
- Make connections between pieces of music
- Describe the stylistic, historical or geographical origins of pieces of music
- Recognise the purpose of a piece of music
- Describe how music of Aboriginal and Torres Strait Islander Peoples can communicate Cultural understanding of Place, Country or Languages
- Discuss music from the perspectives of composer, performer and audience
- Reflect on aesthetic qualities of music in personal responses to repertoire
- Discuss how identity can be reflected in music
- Describe how music is adapted or arranged
- Compare versions of a piece of music to explore different responses and interpretations over time
- Identify cultural and social protocols in relation to repertoire
- Identify processes to support ethical choices when engaging with Aboriginal and Torres Strait Islander music

- Describe the influences on a piece of music, using written form and appropriate music terminology

Elements of music

Related: [Elements of music](#)

- Aurally recognise and describe the elements of music
- Describe how composers use the elements of music to communicate musical ideas in repertoire

Composing

Outcomes

A student:

- improvises, arranges or composes using the elements of music to create musical ideas
MU4-COM-01

Related Life Skills outcomes: Muls-COM-01, Muls-COM-02, Muls-COM-03

Content

Music in practice

- Improvise and creatively explore musical ideas in response to a stimulus
- Improvise and experiment to communicate musical ideas
- Experiment with different ways of combining musical ideas
- Use a range of sound sources, sound production methods, timbres and digital technologies to improvise, generate, compose, manipulate, arrange, notate and record musical ideas
- Document musical ideas using notations appropriate to the style
- Reflect on and document in writing compositional choices and processes

Music in context

- Explore how conventions of different styles and media can be used to create meaning
- Create musical ideas reflective of a genre or style
- Compose music inspired and influenced by Australian works, including Aboriginal music within appropriate local contexts, while working with local Community Knowledge Holders where possible
- Research cultural, historical and social influences to inform own compositions
- Compose with a consideration of performer and audience perspectives
- Adapt pieces of music or their features for new purposes
- Apply protocols with respect for Aboriginal and Torres Strait Islander musicians, Communities and Cultural Knowledges, as well as Indigenous Cultural and Intellectual Property (ICIP)
- Apply the protocols and responsibilities of working safely and respectfully with others

- Demonstrate understanding of risks and protocols related to information, identity and intellectual property when sharing compositions or other material on public or private forums

Elements of music

Related: [Elements of music](#)

- Explore how the elements of music can be used and combined to create and communicate musical ideas through improvising and composing
- Reflect on the use of the elements of music in own compositions and the compositions of others

Elements of music

Content

The list of elements is not a list of essential content. Teachers should select appropriate elements of music relevant to the repertoire and the interests and needs of the students.

Duration

- Beat and the absence of beat
- Tempo
- Note/rest values
- Rhythms
- Metre such as simple and compound
- Rhythmic devices such as syncopation, ostinato, backbeat, free rhythm, cycles

Pitch

- Higher and lower
- Definite and indefinite
- Direction and contour
- Steps, leaps and repeated notes
- Tonality such as pentatonic, modal, major, minor
- Melody
- Harmony
- Chord progressions that may include chords such as I (tonic), IV (subdominant), V (dominant), V⁷(dominant seventh)
- Pitch devices such as ostinato, riff, drone
- Methods of notating pitch such as graphic notation, treble and bass clef, tablature

Texture

- Density such as thick or thin
- Identification of layers of sound
- Roles of layers of sound such as melodic, harmonic, rhythmic
- Types of texture such as monophonic, homophonic, polyphonic

Performing media and timbre

- Performing media/sound sources such as voices, instruments, electronic, natural
- Sound production methods such as blowing, plucking, scraping, strumming, shaking
- Timbral descriptions such as nasal, metallic

Dynamics and expression

- Dynamics including gradations such as forte, diminuendo
- Articulations such as legato, accent
- Expressive techniques by specific performing media such as pizzicato, slap
- Electronic manipulation techniques such as distortion, delay
- Expressive directions and associated terminology

Structure

- Macrostructures such as verse–chorus, binary, cyclic form
- Microstructures such as riff, phrase, motif, ostinato

Term 1

Weeks 1–10
Unit: Exploring music of Australia Targeted focus area(s): Performing; Listening; Composing Students study a range of songs and pieces of music from Australia and examine how they reflect Australian ideas, histories, cultures, artists and/or identities. They consider musical features, the elements of music and musical contexts and protocols. Students study music by Aboriginal and/or Torres Strait Islander Peoples and explore how this music can communicate understanding of Place, Country or Languages. Students learn about, discuss, rehearse and perform music composed by Australian artists to examine and compare ways of conveying identity. Individually or in ensembles, students compose a soundscape inspired by their local geography, stories or language(s). They document and reflect on the development of their composition in a physical and/or digital process journal. Meeting the repertoire requirements: Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples; Popular music
Outcomes: MU4-PER-01, MU4-LIS-01, MU4-COM-01

Term 2

Weeks 1–10
Unit: Get-together Targeted focus area(s): Performing; Composing Students study a range of small and large ensembles including jazz bands, guitar ensembles, <i>gamelans</i> and/or symphony orchestras through repertoire specifically written for and performed by those groups. Through a range of performing and composing activities, students explore connections between performing media and timbre. They explore methods of sound production, the source materials of various sounds, and the combinations of sound sources in relation to musical ideas. With teacher support, students arrange a simple piece of music to perform in a small or large ensemble. They rehearse and perform the arrangement, applying knowledge of musical terminology and recognising their own role and the roles of others, including the protocols and responsibilities of working safely and respectfully within a group. Meeting the repertoire requirements: Art music, Global music culture, Jazz
Outcomes: MU4-PER-01, MU4-COM-01

Term 3

Weeks 1–10
Unit: Purpose in music Targeted focus area(s): Performing; Listening; Composing Students study a range of popular songs in relation to their purposes, which may include artistic expression, emotional communication, expression of cultural identity, entertainment, therapeutic effect, social cohesion, education, ritual and ceremony, protest and/or social commentary. Students examine Aboriginal and/or Torres Strait Islander musicians' responses to local and/or contemporary issues through popular music. Students investigate the origins of songs and examine how the meanings of lyrics are conveyed through the music. They explore vocal range and how melodies can be accompanied by a range of harmonic features such as a drone, ostinato and chords such as triads. Students demonstrate melodic and harmonic awareness as they perform songs in unison or in 2 or 3 parts. With a specific purpose in mind, students use provided lyrics or a chordal pattern to create a melody that can be used as the basis of a song. Meeting the repertoire requirements: Music of Australia, including music of Aboriginal and Torres Strait Islander Peoples; Popular music
Outcomes: MU4-PER-01, MU4-LIS-01, MU4-COM-01

Term 4

Weeks 1–10
Unit: Music and dance Targeted focus area(s): Listening; Composing Students learn how music and dance forms are interrelated. They study repertoire from a range of social contexts that underpin dance forms across a variety of eras. Through a variety of listening and composition activities, students explore a broad range of styles such as waltz, hip-hop and Latin dance. By making connections between steps and movement, students examine the relationships between dance and musical features such as time, metre, rhythms and chords. They demonstrate their understanding through investigating and analysing the elements of music in a dance style of their choice. Students improvise or compose music to accompany a brief dance or routine using the rhythms, metres and harmonic progressions of a range of dance music styles from different times and places. Meeting the repertoire requirements: Art music, Popular music, Global music culture
Outcomes: MU4-LIS-01, MU4-COM-01

Rationale

The *Visual Arts 7–10 Syllabus* provides students with opportunities to understand and engage with the artworld. The study of Visual Arts 7–10 is founded on distinct ways of perceiving and representing the world through making and interpreting artworks. Through the study of Art making and Art critical and historical studies, students develop a deep understanding of historical and contemporary contexts and an appreciation for the diversity of human expression.

Students develop knowledge, understanding and growing artistic independence through an interrelated study of Artworld concepts, Viewpoints and Practice. They are encouraged to become reflective of their own practice and the practice of others, and develop, with increasing autonomy, complex knowledge and skills in representation, interpretation, and critical and creative thinking.

Students develop invaluable insights into the real-world practices of artworld practitioners, nurturing a deep connection with their own experiences and the broader artworld. The syllabus encourages an appreciation for the diverse personal, collaborative, social, cultural and historical contexts that shape artworld practices, prompting students to explore different perspectives of visual arts and culture. This awareness helps students recognise their role in contributing to and enriching culture.

The syllabus provides opportunities for engagement with the rich and distinctive Cultural Expressions and customs of varied communities throughout history, including Aboriginal and Torres Strait Islander Peoples. It also supports cross-cultural understanding by encouraging a more nuanced and empathetic understanding of diversity and providing insights about shared human experiences and the world.

The *Visual Arts 7–10 Syllabus* supports students in developing the knowledge, understanding and skills needed to navigate and actively participate in contemporary society. They learn to interpret visual and multimodal languages, which is crucial for communication in today's world, and develop a sense of self and wellbeing. Knowledge of visual arts fosters personal development, enhances problem-solving, critical thinking and creative skills, and prepares students as innovative thinkers for a variety of future learning opportunities and career paths.

Aim

The aim of the *Visual Arts 7–10 Syllabus* is to enable students to:

- develop visual arts knowledge, understanding and skills to become thoughtful and informed visual arts practitioners
- develop and enjoy the practical and conceptual autonomy to represent ideas in making visual arts

- critically and historically interpret art to understand how different values and perspectives affect meaning and significance in the visual arts.

Table of outcomes

Secondary (7–10)

Focus area	Stage 4	Register
Art making: Artworld concepts	VA4-AMC-01 makes artworks to represent ideas that explore Artworld concepts and their relationships	
Art making: Viewpoints	VA4-AMV-01 uses Viewpoints to explore and develop artistic intent and represent meaning in artworks	
Art making practice	VA4-AMP-01 uses aspects of Practice in artworks	
Art critical and historical studies: Artworld concepts	VA4-CHC-01 explains Artworld concepts in Art critical and historical studies	
Art critical and historical studies: Viewpoints	VA4-CHV-01 explains meaning in artworks and the artworld using Viewpoints	
Art critical and historical practice	VA4-CHP-01 explains aspects of Practice to represent Art critical and historical perspectives	

Outcomes and content for Stage 4

Art making: Artworld concepts

Outcomes

A student:

- makes artworks to represent ideas that explore Artworld concepts and their relationships VA4-AMC-01

Related Life Skills outcomes: VALS-AMC-01

Content

Artist

- Adopt the role of the artist to make artworks
- Explore how artists represent ideas and interests in their art making
- Identify how artists use materials and approaches to represent ideas, and apply to own art making

Artwork

- Recognise how artworks function as forms of representation in the artworld
- Make and refine artworks to represent meaning, using selected materials, techniques, skills and approaches in 2D, 3D and/or 4D art forms, including drawing
- Explore the ways artworks represent subject matter and ideas to audiences in art making

World

- Explore the world as a source of ideas and subject matter to represent meaning in artworks
- Select subject matter and ideas to explore personal, symbolic, cultural or critical ideas when making artworks

Audience

- Recognise the role of audiences in relation to making artworks
- Consider how audiences interact with artworks through exhibition and/or multisensory display

Art making: Viewpoints

Outcomes

A student:

- uses Viewpoints to explore and develop artistic intent and represent meaning in artworks VA4-AMV-01

Related Life Skills outcomes: VALS-AMV-01

Content

Structural

- Explore how to communicate meaning in art making using codes, symbols, signs and forms of visual and/or multisensory language
- Recognise how material, physical and symbolic aspects of artworks communicate meaning to audiences and apply this understanding to own art making
- Make artworks about the world using codes, symbols, signs and forms of visual and/or multisensory language to construct meaning in artworks

Subjective

- Explore how to represent meanings in personal, imaginative, intuitive and expressive ways in art making
- Recognise how material qualities of artworks can represent meaning to audiences and apply this understanding to own art making
- Make artworks about the world inspired by personal or sensory experiences, imagination and memories

Cultural

- Explore how to represent meaning in art making by using and adapting artistic, cultural and social conventions, traditions and protocols
- Recognise how images, stylistic conventions and forms in artworks can represent social and cultural ideas or beliefs and apply this understanding to own art making
- Make artworks that explore social and cultural perspectives about the world

Contemporary

- Explore how to represent meaning in art making, using strategies and approaches that critique and reimagine accepted ideas or assumptions
- Recognise how hybrid forms, texts, technologies, materials and contexts represent meaning to audiences or participants and apply this understanding to own art making

- Make artworks that appropriate, modify, reimagine images, art forms and conventions from a variety of sources and disciplines

Art making practice

Outcomes

A student:

- uses aspects of Practice in artworks VA4-AMP-01

Related Life Skills outcomes: VALS-AMP-01, VALS-AMP-02, VALS-AMP-03

Content

Intentions, choices and actions as an artist

- Generate ideas, document and apply own intentions, choices and actions as artists in the Visual Arts diary
- Consider the relationship between concepts and material choices when making artworks
- Investigate and use a range of materials, techniques and procedures to represent ideas about the world in artworks
- Explore how intentions, choices and actions can represent ideas when using different viewpoints
- Explore and use a range of 2D, 3D and/or 4D art forms, including drawing
- Experiment with art forms and develop technical skills in art making
- Use curatorial skills to select and present artworks to audiences
- Create written texts to explain intentions, choices and actions in art making
- Use subject-specific language to communicate Artworld concepts and Viewpoints that inform art making
- Apply protocols for art making with respect to Aboriginal and/or Torres Strait Islander Communities, practitioners and/or Knowledges, including Indigenous Cultural and Intellectual Property (ICIP)
- Apply appropriate protocols and responsibilities for working safely and respectfully with others
- Demonstrate safe, ethical and inclusive practices when making, sharing and discussing artworks

Art critical and historical studies: Artworld concepts

Outcomes

A student:

- explains Artworld concepts in Art critical and historical studies VA4-CHC-01

Related Life Skills outcomes: VALS-CHC-01

Content

Artist

- Investigate the roles and work of selected artists, including groups of artists in different times, places and contexts
- Describe and explain how and why artists represent their ideas and intentions in their artworks
- Identify the contribution of artists in different cultures and contexts, including Aboriginal and/or Torres Strait Islander Artists

Artwork

- Explore different art forms considering their representational properties
- Explain how artworks are constructed to convey meaning to audiences
- Interpret the meaning of artworks across historical and contemporary eras, art movements, art periods and contexts
- Explore representations of Cultural identity, Spirituality and connections to Country and/or Place in artworks by Aboriginal and/or Torres Strait Islander Artists

World

- Explore how the world is a source of ideas and interests for artists in art making
- Explain how and why artists represent the world in different times and places in artworks

Audience

- Explore the roles and functions of audiences in different times, places and contexts
- Explain how audiences make judgements when interpreting the meaning of an artwork

Art critical and historical studies: Viewpoints

Outcomes

A student:

- explains meaning in artworks and the artworld using Viewpoints VA4-CHV-01

Related Life Skills outcomes: VALS-CHV-01

Content

Structural

- Investigate how artworks represent systems of signs, symbols, codes and forms of visual and/or multisensory language to structure and communicate meaning
- Explain how artists and audiences decode and understand artworks as images or texts at different times, for different cultures or contexts
- Identify ways Aboriginal and/or Torres Strait Islander Artists reflect symbols and signs in artworks to communicate and sustain meaning over time

Subjective

- Investigate how artists express ideas and meanings about aspects of the world in artworks shaped by individual experiences, intuition, emotion, feeling and imagination
- Explain how artists and audiences can respond to and understand artworks from personal perspectives, experiences and associations
- Identify ways Aboriginal and/or Torres Strait Islander Artists express lived experiences, the Dreaming and Storytelling in artworks

Cultural

- Investigate how artworks reflect social values, conditions and shared understandings in communities and societies
- Explain how artists and audiences understand artworks using cultural, community and social perspectives at different times and in different contexts
- Identify ways Aboriginal and/or Torres Strait Islander Artists represent the Cultural, social and historical perspectives of local Community(ies), Country and/or Place

Contemporary

- Investigate how artworks challenge, critique or reimagine accepted narratives or conventions using current and emerging theories

- Explain how artists and audiences understand that artworks critique and reassess accepted beliefs, roles and relationships in the artworld and in the contemporary world
- Identify ways Aboriginal and/or Torres Strait Islander Artists challenge, critique or reimagine accepted narratives, lived experiences and relationships

Art critical and historical practice

Outcomes

A student:

- explains aspects of Practice to represent Art critical and historical perspectives VA4-CHP-01

Related Life Skills outcomes: VALS-CHP-01

Content

Intentions, choices and actions as an art critic and art historian

- Investigate and explain the role and work of artworld practitioners and how they represent their intentions
- Explore artistic practices, conventions and procedures that are informed by different times, places and cultures
- Use different viewpoints to explain the meaning and intentions of artists and artworks
- Consider how and why artworks may be interpreted in different ways by audiences
- Explore the ways art critics and art historians build explanations about artists and their artworks
- Consider how art curators represent meaning by selecting, organising and displaying artworks to engage an audience
- Read and respond to critical interpretations and historical explanations of artworks
- Create written texts to identify intentions, choices and actions as an art critic and art historian
- Use subject-specific language to communicate Artworld concepts and Viewpoints
- Consider expressions of Cultural Practices and ways of being, knowing, thinking and doing by Aboriginal and/or Torres Strait Islander Artists

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Rationale

Geography is the study of places and the relationships between people and their environments.

It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships

with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry, including understanding and observing ethical practices.

The study of Geography enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Aim

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Stage 4

By the end of Stage 4, students describe geographical processes that influence the features and characteristics of places and environments across a range of scales. They describe how places are perceived and valued differently and explain interconnections within environments and between people, places and environments. Students investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic and social factors.

Students undertake geographical inquiry to build knowledge and understanding of people, places and environments through the collection, collation and analysis of primary data and secondary information. Students propose explanations for spatial distributions, patterns and trends and infer relationships. They propose solutions, and may take action to address contemporary geographical challenges and predict outcomes. Students participate in fieldwork to collect primary data and develop their personal capabilities, ethical understanding and workplace skills.

Objectives

Early Stage 1 – Stage 5

Knowledge and understanding

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments.

Skills

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information.

Values and attitudes

Students value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

Outcomes

Table of objectives and outcomes – continuum of learning

Objectives

Students:

- develop knowledge and understanding of the features and characteristics of places and environments across a range of scales
- develop knowledge and understanding of interactions between people, places and environments

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
A student:	A student:	A student:	A student:	A student:	A student:
GEe-1 identifies places and develops an understanding of the importance of places to people	GE1-1 describes features of places and the connections people have with places	GE2-1 examines features and characteristics of places and environments	GE3-1 describes the diverse features and characteristics of places and environments	GE4-1 locates and describes the diverse features and characteristics of a range of places and environments	GE5-1 explains the diverse features and characteristics of a range of places and environments
	GE1-2 identifies ways in which people interact with and care for places	GE2-2 describes the ways people, places and environments interact	GE3-2 explains interactions and connections between people, places and environments	GE4-2 describes processes and influences that form and transform places and environments	GE5-2 explains processes and influences that form and transform places and environments
		GE2-3 examines differing perceptions about the management of places and environments	GE3-3 compares and contrasts influences on the management of places and environments	GE4-3 explains how interactions and connections between people, places and environments	GE5-3 analyses the effect of interactions and connections between people,

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
A student:	A student:	A student:	A student:	A student:	A student:
				result in change	places and environments
				GE4-4 examines perspectives of people and organisations on a range of geographical issues	GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
				GE4-5 discusses management of places and environments for their sustainability	GE5-5 assesses management strategies for places and environments for their sustainability
				GE4-6 explains differences in human wellbeing	GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

Objectives

Students:

- apply geographical tools for geographical inquiry
- develop skills to acquire, process and communicate geographical information

Early Stage 1 outcomes	Stage 1 outcomes	Stage 2 outcomes	Stage 3 outcomes	Stage 4 outcomes	Stage 5 outcomes
A student:	A student:	A student:	A student:	A student:	A student:
GEE-2 communicate s geographical information and uses geographical tools	GE1-3 communicate s geographical information and uses geographical tools for inquiry	GE2-4 acquires and communicate s geographical information using geographical tools for inquiry	GE3-4 acquires, processes and communicate s geographical information using geographical tools for inquiry	GE4-7 acquires and processes geographical information by selecting and using geographical tools for inquiry	GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
				GE4-8 communicate s geographical information using a variety of strategies	GE5-8 communicate s geographical information to a range of audiences using a variety of strategies

Content for Stage 4

(100 hours minimum teaching time)

Landscapes and Landforms

Place and Liveability

Water in the World

Interconnections

overview of teaching and learning

In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content, including knowledge and understanding, concepts, skills and tools, should be integrated to provide meaningful learning experiences for students. All students must undertake fieldwork in Stage 4.

Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales.

the following geographical concepts are to be integrated throughout stage 4:

- **Place:** *the significance of places and what they are like* eg factors influencing people's perceptions of places; the special significance place has to some people; the effect of global trade, transport, information and communication technologies on places across the world.
- **Space:** *the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in* eg spatial distribution of landscapes, global water resources and natural hazards; how location influences the ways people organise places.
- **Environment:** *the significance of the environment in human life, and the important interrelationships between humans and the environment* eg processes that form and transform landscapes and landforms across the world; the aesthetic, cultural, spiritual and economic value of environments to people; the effect of human activities on natural and human environments.
- **Interconnection:** *no object of geographical study can be viewed in isolation* eg how people are affected by the environment with regard to landscapes, climate, natural hazards and the liveability of places; how people affect the environment such as people's use of water on its quality and availability as a resource.
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels* eg management of geographical challenges across a range of scales from local to global; responses and actions undertaken by governments, organisations and individuals; communities operating at local to global scales.

- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future* eg pressures on the Earth's water resources and landscapes; the need to manage environments for a long-term future; sustainable management approaches.
- **Change:** *explaining geographical phenomena by investigating how they have developed over time* eg changes to resources, landscapes and places over time through natural and human geographical processes and events; the effect of management strategies in reducing the impact of natural and human geographical processes.

the following geographical inquiry skills are to be integrated throughout stage 4:

Acquiring geographical information

- develop geographically significant questions and plan an inquiry, using appropriate geographical methodologies and concepts (ACHGS047, ACHGS055)
- collect, select and record relevant geographical data and information, using ethical protocols, from appropriate primary data and secondary information sources (ACHGS048, ACHGS056)

Processing geographical information

- evaluate information sources for their reliability and usefulness (ACHGS049, ACHGS056)
- represent data in a range of appropriate forms, with and without the use of digital and spatial technologies (ACHGS049, ACHGS057)
- represent the spatial distribution of different types of geographical phenomena by constructing maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050, ACHGS058)
- analyse geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends and infer relationships (ACHGS051, ACHGS059)
- apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052, ACHGS060)

Communicating geographical information

- present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate (ACHGS053, ACHGS061)
- reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054, ACHGS062)

the following geographical tools are to be integrated throughout stage 4:

Examples may include:

Maps – M

- sketch maps, relief maps, political maps, topographic maps, flowline maps, choropleth maps, isoline maps, précis maps, cultural mapping, cartograms, synoptic charts
- maps to identify direction, scale and distance, area and grid references, latitude and longitude, altitude, area, contour lines, gradient, local relief

Fieldwork – F

- observing, measuring, collecting and recording data, developing and conducting surveys and interviews
- fieldwork instruments such as weather instruments, vegetation identification charts, compasses, GPS, GIS

Graphs and statistics – GS

- data tables, pie graphs, column graphs, compound column graphs, line graphs, climate graphs, population profiles, multiple tables and graphs presented on a geographical theme, statistics to find patterns and trends

Spatial technologies – ST

- virtual maps, satellite images, global positioning systems (GPS), geographic information systems (GIS)

Visual representations – VR

- photographs, aerial photographs, illustrations, flow charts, annotated diagrams, multimedia, field sketches, cartoons, web and app tools

Landscapes and Landforms

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › describes processes and influences that form and transform places and environments **GE4-2**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › discusses management of places and environments for their sustainability **GE4-5**

- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why is there a diversity of landscapes and landforms on Earth?
- What environmental and human processes form and transform landscapes and landforms?
- Why do people value landscapes and landforms?
- To what extent are landscapes and landforms sustainably managed and protected?

CONTENT FOCUS

Students explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of land degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.

CONTENT

Landscapes and landforms

Students:

- investigate different landscapes and the geomorphic processes that create distinctive landforms, for example: (ACHGK048, ACHGK050)
 - identification of a variety of landscapes and landforms **M VR**
 - explanation of geomorphic processes that create landforms eg weathering, erosion, deposition, tectonic activity **VR** 🎓
 - examination of ONE landscape and its distinctive landforms **F** 🖥️

Value of landscapes and landforms

Students:

- investigate the aesthetic, cultural, spiritual and economic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK049) 🖐️

- explanation of the aesthetic value of landscapes and landforms to culture and identity 🖐️🌐
- description of the cultural and spiritual value of landscapes or landforms in different places **VR** 🖐️🌐
- identification of how a landscape can have economic value for different people ★

Changing landscapes

Students:

- investigate the human causes and effects of land degradation, for example: (ACHGK051)
 - identification of the ways people utilise and change landscapes **VR** 🖥️
 - description of the impact of a range of human activities on landscapes **GS VR** 🎓📊
 - examination of ONE type of land degradation including its spatial distribution, causes and impact **M F** 🌱🖥️

Landscape management and protection

Students:

- investigate ways people, including Aboriginal and Torres Strait Islander Peoples, manage and protect landscapes, for example: (ACHGK052) 🖐️🌱
 - description of the nature and extent of landscape protection across a range of scales eg locally protected places, national parks, world heritage listing **M** 🌱🎓
 - examination of management and protection strategies for ONE landscape **F** 🌱
 - assessment of the contribution of Aboriginal and Torres Strait Islander Peoples' knowledge to the use and management of an Australian landscape or landform 🖐️🌱
⚙️

Geomorphic hazard

Students:

- investigate ONE contemporary geomorphic hazard including causes, impacts and responses, for example: (ACHGK053)
 - description of the spatial distribution of the disaster **M** 🌐🖥️🎓
 - explanation of geomorphic processes causing the disaster and its impacts **VR** 🎓
 - examination of the responses of individuals, groups and government to the impact of the disaster 🏛️🖥️

- discussion of management strategies to reduce the future impact of similar hazard events including the role of technology in monitoring and predicting geomorphic hazards   

Place And Liveability

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › explains differences in human wellbeing **GE4-6**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-3, GELS-4, GELS-6, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why do people's perceptions of the liveability of places vary?
- What effect does environmental quality and access to services have on people's wellbeing?
- How can strong community identity and social connectedness enhance the liveability of places?
- What approaches can be used to improve the liveability of places?

CONTENT FOCUS

Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.

CONTENT

Influences and perceptions

Students:

- investigate factors influencing perceptions of the liveability of places, for example: (ACHGK043, ACHGK046, ACHGK065)
 - examination of environmental factors that influence perceptions of liveability eg climate, landforms, natural resources **VR** 
 - discussion of human factors that influence perceptions of liveability eg culture, income, employment, crime and safety   
 - explanation of ways used to measure, assess or rank the liveability of places eg surveys, liveability index **GS**  
 - development of personal liveability criteria and application to a local place   

Access to services and facilities

Students:

- investigate the influence of accessibility to services and facilities on the liveability of places, for example: (ACHGK044)
 - identification of services and facilities considered important to people's wellbeing **F** **ST** 
 - examination of variations in access to services and facilities between urban, rural and remote places **GS**   
 - explanation of how limited access to services and facilities affects the liveability of ONE place for different groups of people eg young people, people with disabilities, the aged, rural and remote communities   

Environmental quality

Students:

- investigate the impact of environmental quality on the liveability of places, for example: (ACHGK045)
 - discussion of factors that reduce environmental quality eg natural hazards, conflict, population pressures, land degradation   
 - comparison of the impact of environmental quality on the liveability of places across a range of scales eg local neighbourhoods, large cities, countries **F** **VR**  

Community

Students:

- investigate the influence of social connectedness and community identity on the liveability of places, for example: (ACHGK046)
 - identification of the characteristics of places that influence community identity eg culture, environment, public events, religious beliefs 🤝🌐✝️
 - discussion of factors that enhance social connectedness eg transport, technology, open spaces, meeting places, employment **ST** ⚙️🎓👥

Enhancing liveability

Students:

- investigate strategies used to enhance the liveability of places using examples from different countries, for example: (ACHGK047)
 - identification of the characteristics of places considered highly liveable **VR** 🌱⚙️
 - examination of a range of strategies used to enhance liveability 🌱★
 - assessment of the role of governments, non-government organisations, communities and individuals in enhancing liveability 🗣️⚙️🇦🇺
 - proposal of strategies to improve the liveability of a place in Australia ⚙️👥🇦🇺

Water In The World

OUTCOMES

A student:

- › locates and describes the diverse features and characteristics of a range of places and environments **GE4-1**
- › describes processes and influences that form and transform places and environments **GE4-2**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › discusses management of places and environments for their sustainability **GE4-5**
- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- Why does the spatial distribution of water resources vary globally and within countries?

- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?
- What approaches can be used to sustainably manage water resources and reduce water scarcity?

CONTENT FOCUS

Students examine water as a resource and the factors influencing water flows and availability of water resources in different places. They investigate the nature of water scarcity and assess ways of overcoming it. Students discuss variations in people's perceptions about the value of water and the need for sustainable water management. Students also investigate processes that continue to shape the environment including an atmospheric or hydrologic hazard.

CONTENT

Water resources

Students:

- investigate the characteristics and spatial distribution of global water resources, for example: (ACHGK037)
 - classification of water resources
 - identification of different forms of water used as resources **VR**
 - examination of spatial distribution patterns of water resources **M ST**

The water cycle

Students:

- investigate how the operation of the water cycle connects people and places, for example: (ACHGK038)
 - identification of water cycle processes **VR**
 - explanation of water flows within a catchment area **M ST**  
 - examination of factors influencing water flows and the availability of water resources in different places eg latitude, altitude, topography, location, climate change **M VR** 



Australia's water resources

Students:

- investigate the quantity and variability of water resources in Australia and other places, for example: (ACHGK039)
 - analysis of spatial variations in Australia’s water resources eg groundwater, rivers **M GS** 📊
 - explanation of variations in freshwater water availability across Australia eg precipitation, groundwater, runoff **VR** 🎓 📊
 - assessment of variations in freshwater water availability between continents **M GS** ⚙️ 📊

Water scarcity and water management

Students:

- investigate the nature of water scarcity and ways of overcoming it, for example: (ACHGK040)
 - description of the nature, extent and causes of water scarcity in different countries **M GS** 🎓 📊
 - assessment of strategies used to overcome water scarcity and the role of governments, non-government organisations, individuals and communities in sustainable water management 🌱 🌿 ⭐
 - proposal of individual actions contributing to water management ⚙️ 👤 🌏

The Value of Water

Students:

- investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples and/or peoples of the Asia region, for example: (ACHGK041) 🖐️ 🌐
 - description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses **VR** 🖐️ 🌐 🎓
 - discussion of variations in people's perceptions about the value of water eg economic versus aesthetic ⚖️ 🌐 🚫
 - comparison of the importance of water to ONE Aboriginal or Torres Strait Islander community and/or ONE Asian community 🖐️ 🌐 🚫

Natural hazard

Students:

- investigate ONE contemporary atmospheric hazard or hydrologic hazard including causes, impacts and responses, for example: (ACHGK042)
 - explanation of the spatial distribution, cause and impact of the disaster **M VR** 🎓
 - examination of responses by individuals, groups and government to the impact of the disaster 🌐 ⚙️ 🌐
 - prediction of the impact of climate change on the occurrence, frequency and extent of this type of hazard **M ST** ⚙️ 🖥️
 - discussion of management strategies to reduce the future impact of similar hazard events 🏠 🌏

Interconnections

OUTCOMES

A student:

- › describes processes and influences that form and transform places and environments **GE4-2**
- › explains how interactions and connections between people, places and environments result in change **GE4-3**
- › examines perspectives of people and organisations on a range of geographical issues **GE4-4**
- › discusses management of places and environments for their sustainability **GE4-5**

- › acquires and processes geographical information by selecting and using geographical tools for inquiry **GE4-7**
- › communicates geographical information using a variety of strategies **GE4-8**

Related Life Skills outcomes: *GELS-2, GELS-3, GELS-4, GELS-5, GELS-7, GELS-8*

KEY INQUIRY QUESTIONS

- How are people and places connected to other places?
- What role does technology play in connecting people to people, goods, services and information in other places?
- What are the consequences of a globally connected world for people and places?
- Why are interconnections important for the future of places and environments?

CONTENT FOCUS

Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places. They explain the effects of human activities, such as production, recreation and travel, on places and environments in Australia and across the world and investigate sustainability initiatives and possible futures for these places.

CONTENT

Personal connections

Students:

- investigate the influences on and effects of, people's travel and recreational, cultural or leisure connections with different places for the future, for example: (ACHGK065, ACHGK069)
 - analysis of patterns and trends in people's travel, recreational, cultural and/or leisure activities **GS**  

- examination of the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places **VR** 🌱
- explanation of the impacts of a selected travel, recreational, cultural or leisure activity on a place, implications for the future of that place and strategies to achieve sustainability **M** 🌱 🎓

Technology

Students:

- investigate the way transportation and information and communication technologies are used to connect people to services, information and people in other places, for example: (ACHGK066)
 - explanation of how transport technologies connect people to places **M ST** 🖥️ 🎓
 - examination of how information and communication technologies increases people’s connections to services, information and people in other places
 - assessment of the impact of increasing global connectivity on people and places 🌱 ⚙️ 🌍

Trade

Students:

- investigate the ways places and people are interconnected through trade in goods and services across a range of scales, for example: (ACHGK067)
 - identification of trade connections in Australia eg local farmers markets, inter-state business ★
 - examination of a country’s trade links with other countries eg major trade partners, sources of raw materials **M GS** 🌐 📊
 - analysis of spatial patterns of global trade eg countries of production and consumption, global shipping and freight routes **M ST** 🌐 ⚙️ 📊

Production and consumption

Students:

- investigate the effects of the production and consumption of goods on people, places and environments throughout the world, for example: (ACHGK068)
 - examination of environmental, social and economic impacts of production and consumption of consumer goods **GS** 🌐 🌱 🖥️
 - assessment of the effect of production or consumption of goods on ONE place or environment **VR** 🌐 🌱 ⚙️

- explanation of responses by governments, groups and individuals to minimise the effects of production and consumption ✨🌍🌟

Content Register Table

Content	Register
Chapter 1: The world of Geography	
TOPIC 1 – Landscapes and landforms	
Chapter 2: The diversity and formation of landscapes and landforms	
Chapter 3: Valuing, managing and protecting landscapes and landforms	
Chapter 4: Desert landscapes	
Chapter 5: Mountain landscapes	
Chapter 6: Rainforest landscapes	
Chapter 7: Fieldwork inquiry – How waterways change from source to sea	
TOPIC 2 – Place and liveability	
Chapter 8: How liveability differs around the world	
Chapter 9: Choosing a place to live	
Chapter 10: Improving liveability	
Chapter 11: Geographical inquiry – My place	
TOPIC 3 – Water in the world	
Chapter 12: Water in the world	
Chapter 13: The value of water	
Chapter 14: Water scarcity and management	
Chapter 15: Natural hazards – water and wind	
Chapter 16: Fieldwork inquiry – Water quality in my local catchment	
TOPIC 4 – Interconnections	
Chapter 17: Personal connections	
Chapter 18: Transport and technology	

Chapter 19: Interconnection through trade

Chapter 20: Connect, produce, consume

Chapter 21: Fieldwork inquiry – The effects of travel in the local community

Rationale

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

The study of History from Kindergarten to Year 10 investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example Aboriginal and Torres Strait Islander peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as cause and effect, change and continuity, significance, empathy and contestability.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. History provides the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and interpret sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving traditional methods and ICT, including evaluating web-based sources and using a range of technologies for historical research and communication.

Aim

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Objectives

Knowledge, understanding and skills

Early Stage 1 – Stage 3

Students:

- develop knowledge and understanding about the nature of history and key changes and developments from the past
- develop knowledge and understanding about key historical concepts and develop the skills to undertake the process of historical inquiry.

Stages 4 and 5

Students:

- develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia
- develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia
- develop skills to undertake the process of historical inquiry
- develop skills to communicate their understanding of history.

Values and attitudes K–10

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

Outcomes

Stages 4 and 5

Table of objectives and outcomes

Objectives Students: - develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia - develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
HT4-1 describes the nature of history and archaeology and explains their contribution to an understanding of the past	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
HT4-2 describes major periods of historical time and sequences events, people and societies from the past	HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context of past societies	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT4-4 describes and explains the causes and effects of events and developments of past societies over time	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
Objectives Students: develop skills to undertake the process of historical inquiry.	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
HT4-5 identifies the meaning, purpose and context of historical sources	HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
HT4-6 uses evidence from sources to support historical narratives and explanations	HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

HT4-7 identifies and describes different contexts, perspectives and interpretations of the past	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
HT4-8 locates, selects and organises information from sources to develop an historical inquiry	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

Objectives Students: develop skills to communicate their understanding of history.	
Stage 4 outcomes A student:	Stage 5 outcomes A student:
HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past	HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Stage 4

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

The Ancient World to the Modern World

The Stage 4 curriculum provides a study of the nature of history and historical sources, both archaeological and written. Students investigate ancient history from the time of the earliest human communities to the end of the ancient period (approximately 60 000 BC – c. AD 650). It was a period defined by the development of cultural practices and organised societies, including Australia, Egypt, Greece, Rome, India and China.

Students study a range of depth studies from the end of the ancient period to the beginning of the modern period (c. AD 650 – c. 1750). During this period, major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed, underpinning the shaping of the modern world.

The following historical concepts are to be taught throughout Stage 4:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg the rise and fall of ancient civilisations; changes in religious beliefs or ideas; continuity of aspects of everyday life across centuries.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg the causes of the 'fall' of the Roman empire and its effects; the reasons for and results of the Crusades.
- **Perspectives:** people from the past may have had different views shaped by their different experiences, eg the conquest of the Americas would be viewed differently by an Inca noble and a Spanish conqueror; the arrival of the First Fleet would be viewed differently by a British naval captain and an Aboriginal elder.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg an understanding of why medieval villagers believed the Black Death was sent by God as punishment; why ancient Egyptians believed their kings were divine.
- **Significance:** the importance of an event, development, group or individual and their impact on their times or later periods, eg the importance/impact of the Viking invasions on the British Isles; the significance of the Black Death for medieval societies.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, historical event or issue, eg did the Roman empire 'fall', were the Mongols 'bloodthirsty conquerors', did the British 'settle' or 'invade' Australia?

The following historical skills are to be taught throughout Stage 4:

Comprehension: chronology, terms and concepts

- read and understand historical texts
- sequence historical events and periods (ACHHS205, ACHHS148)
- use historical terms and concepts (ACHHS206, ACHHS149)

Analysis and use of sources

- identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152)
- locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
- draw conclusions about the usefulness of sources (ACHHS211, ACHHS154)

Perspectives and interpretations

- identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)

Empathetic understanding

- interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155)

Research

- ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)
- identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151)
- use a range of communication forms and technologies

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS213, ACHHS156)
- select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)

Stage 4

The Ancient World [50 hours minimum teaching time]

Overview The overview is approximately 10% of teaching time of <i>The Ancient World</i> . The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.		
Depth Study 1 <i>Investigating the Ancient Past</i> <i>(including ancient Australia)</i>	Depth Study 2 <i>The Mediterranean World</i> ONE of the following to be studied: › Egypt OR	Depth Study 3 <i>The Asian World</i> ONE of the following to be studied: › India OR

	› Greece OR › Rome	› China
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The Ancient to the Modern World [50 hours minimum teaching time]

Overview The overview is approximately 10% of teaching time of <i>The Ancient to the Modern World</i> . The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.		
Depth Study 4 <i>The Western and Islamic World</i> ONE of the following to be studied: › The Vikings OR › Medieval Europe OR › The Ottoman Empire OR › Renaissance Italy	Depth Study 5 <i>The Asia-Pacific World</i> ONE of the following to be studied: › Angkor/Khmer Empire OR › Japan under the Shoguns OR › The Polynesian expansion across the Pacific	Depth Study 6 <i>Expanding Contacts</i> ONE of the following to be studied: › Mongol expansion OR › The Black Death in Asia, Europe and Africa OR › The Spanish Conquest of the Americas OR › Aboriginal and Indigenous Peoples, Colonisation and Contact History

All students must complete a site study in Stage 4. A virtual site study can be used if appropriate.

THE ANCIENT WORLD (50 HOURS MINIMUM TEACHING TIME)

Overview

The overview is approximately 10% of teaching time of *The Ancient World*. The overview may be taught separately or may be integrated with the depth studies.

Historical context of the overview

According to the 'out of Africa' theory, about 60 000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and

writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world.

Students briefly outline:

- the theory that people moved out of Africa around 60 000 years ago and migrated to other parts of the world including Australia
- the evidence for the emergence and establishment of ancient societies, including art, iconography, writing, tools and pottery
- key features of ancient societies (farming, trade, social classes, religion, rule of law)

Depth Studies

There are three (3) Ancient World depth studies.

Key inquiry questions for the following three (3) Ancient World depth studies:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

Depth Study 1	Depth Study 2	Depth Study 3
<i>Investigating the Ancient Past</i> <i>(including ancient Australia)</i>	<i>The Mediterranean World</i> ONE of the following to be studied: › Egypt OR › Greece OR › Rome	<i>The Asian World</i> ONE of the following to be studied: › India OR › China

DEPTH STUDY 1: INVESTIGATING THE ANCIENT PAST

OUTCOMES

A student:

- › describes the nature of history and archaeology and explains their contribution to an understanding of the past HT4-1
- › identifies the meaning, purpose and context of historical sources HT4-5
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › locates, selects and organises information from sources to develop an historical inquiry HT4-8
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-1, HTLS-7, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

CONTENT

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

Students:

- outline the main features of history and archaeology
- outline the role of historians and archaeologists ★
- define the terms and concepts relating to historical time, including BC/AD, BCE/CE
- describe and explain the different approaches to historical investigation taken by archaeologists and historians 🎓 ⚙️

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

Students:

- list a range of sources used by archaeologists and historians in historical investigations 🖥️

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)

Students:

- use the process of historical investigation to examine at least ONE historical controversy or mystery 🎓 🗺️ ⚙️

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)

Students:

- locate and describe a variety of sources for ancient Australia, eg animal and human remains, tools, middens, art and stories and sites related to the Dreaming 🗺️
- investigate what these sources reveal about Australia's ancient past 🗺️ 🌿 ⚙️

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander peoples (ACDSEH148)

Students:

- identify ancient sites that have disappeared, or are threatened or have been protected and preserved, eg Akrotiri, Pompeii, the Pharos Lighthouse, Angkor Wat, Teotihuacan 🗺️ 🌿
- identify some methods of preserving and conserving archaeological and historical remains 🖨️
- describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples 🗺️ 🌿
- using a range of sources, including digital sources, eg UNESCO World Heritage criteria for ancient sites, choose ONE site to explain why it is important for a chosen site to be preserved and conserved 🎓 🖨️ ⚙️

Suggested Site Studies include:

- a museum visit
- an Aboriginal site (issues of access and permission need to be appropriate to the site selected)
- an archaeological site
- a local site of significance
- a heritage site
- a virtual historical/archaeological site

DEPTH STUDY 2: THE MEDITERRANEAN WORLD

OUTCOMES

A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-8, HTLS-11, HTLS-12, HTLS-13

Students investigate ONE of the following ancient Mediterranean societies in depth, using a range of archaeological and written sources:

2a Egypt

OR

2b Greece

OR

2c Rome

CONTENT

The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH002, ACDSEH003, ACDSEH004)

Students:

- describe the geographical setting and natural features of the ancient society
- explain how the geographical setting and natural features influenced the development of the society 🌿

Roles of key groups in the ancient society, including the influence of law and religion (ACDSEH032, ACDSEH035, ACDSEH038)

Students:

- outline how the ancient society was organised and governed including the roles of law and religion 🏛️ ⚖️

- describe the roles of appropriate key groups in the ancient society, eg the ruling elite, the nobility, citizens (Greece and Rome), bureaucracy, women and slaves 🌐 ⚙️
- describe the everyday life of men, women and children in the ancient society 🌐 ⚙️

The significant beliefs, values and practices of the ancient society, with a particular emphasis on ONE of the following areas: warfare, or death and funerary customs (ACDSEH033, ACDSEH036, ACDSEH039)

Students:

- explain how the beliefs and values of the ancient society are evident in practices related to at least ONE of the following: ⚙️
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the conquest of other lands, the expansion of trade and peace treaties (ACDSEH034, ACDSEH037, ACDSEH040)

Students:

- identify contacts and conflicts of peoples within the ancient world
- describe significant contacts with other societies through trade, warfare and conquest
- explain the consequences of these contacts with other societies, eg developments in trade, the spread of religious beliefs, the emergence of empires and diplomacy 🌐 ⚙️ 🌐 ⚙️
- explain the legacy of the chosen ancient society ⚙️

The role of a significant individual in the ancient Mediterranean world such as Hatshepsut, Rameses II, Pericles, Julius Caesar or Augustus (ACDSEH129, ACDSEH130, ACDSEH131)

Students:

- using a range of sources, including digital sources, investigate the role of a significant individual in the ancient Mediterranean world 🖥️ 📖 🧑
- assess the role and significance of the individual chosen ⚙️ 📖 🧑

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

DEPTH STUDY 3: THE ASIAN WORLD

OUTCOMES

A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-8, HTLS-11, HTLS-12, HTLS-13

Students investigate ONE of the following of these ancient Asian societies in depth:

3a India

OR

3b China

CONTENT

The physical features of the ancient society and how they influenced the civilisation that developed there (ACDSEH006, ACDSEH005)

Students:

- describe the geographical setting and natural features of the ancient society 
- explain how the geographical setting and natural features influenced the development of the ancient society  

Roles of key groups in the ancient society in this period (such as kings, emperors, priests, merchants, craftsmen, scholars, peasants, women), including the influence of law and religion (ACDSEH044, ACDSEH041)

Students:

- outline the main features of the social structures and government of the ancient society, including the role of law and religion   
- describe the roles of key groups in the society 
- describe the everyday life of men, women and children in the society  

The significant beliefs, values and practices of the ancient society, with a particular emphasis on at least ONE of the following areas: warfare, or death and funerary customs (ACDSEH045, ACDSEH042)

Students:

- explain how the beliefs and values of the ancient society are evident in practices related to ONE of the following: 🗺️ 🌐 ⚔️
 - warfare
 - death and funerary customs

Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of empires and the spread of philosophies and beliefs (ACDSEH046, ACDSEH043)

Students:

- identify contacts and conflicts of peoples within the ancient Asian world 🗺️ 🌐
- outline significant contacts with other societies, eg trade, warfare and conquest 🗺️
- explain the consequences of these contacts with other societies, eg developments in trade, the spread of philosophies and religious beliefs and the emergence of empires 🗺️ 🌐 ⚙️
- explain the legacy of the chosen Asian society ⚙️

The role of a significant individual in the ancient Asian world, for example Chandragupta Maurya, Ashoka, Confucius or Qin Shi Huang Di (ACDSEH133, ACDSEH132)

Students:

- using a range of sources, including ICT, investigate the role of a significant individual in the ancient Asian world 🖥️ 📖 🗺️ 🌐
- assess the role and importance of the individual chosen ⚙️ 👤

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

THE ANCIENT TO THE MODERN WORLD (50 HOURS MINIMUM TEACHING TIME)

Overview

The overview is approximately 10% of teaching time of *The Ancient to the Modern World*. The overview may be taught separately or may be integrated with the depth studies.

Historical context of the overview

The later Roman empire was transformed by becoming Christian and dividing into an eastern and a western empire. Both empires were weakened by a series of invasions. After the collapse of the Roman empire in the west, the Christian church provided the cultural foundation for the emergence of European medieval society. One of the important features of this society was feudalism.

Islam, meanwhile, had spread from the Arabian Peninsula and by the mid-seventh century dominated North Africa and the Middle East. In the late eleventh century Christianity and Islam clashed in a series of wars known as the Crusades. The Christian goal of occupying Muslim Jerusalem and the Holy Land ultimately failed. In the mid-fifteenth century the Islamic Ottomans finally captured Constantinople, the capital of the eastern Roman empire. This victory consolidated their empire which then commanded the eastern Mediterranean.

In the meantime, western European navigators discovered new trade routes to Asia by sailing around Africa or heading west, across the Atlantic, to encounter the Americas. These voyages opened up a new understanding of the world at a time when western Europe was embracing the learning of ancient Greece and Rome. This expansion of knowledge, experience and confidence is now known as the Renaissance. In Europe it heralded the Scientific Revolution and the Enlightenment which created the modern world.

Students briefly outline:

- the transformation of the Roman world and the spread of Christianity and Islam
- key features of the medieval world (feudalism, trade routes, voyages of discovery, religion, contact and conflict)
- 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).

Depth Studies

There are three (3) Ancient to the Modern World depth studies.

Key inquiry questions for the following three (3) Ancient to the Modern World Depth Studies are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

Depth Studies

Depth Study 4 <i>The Western and Islamic World</i> ONE of the following to be studied: › The Vikings OR › Medieval Europe OR › The Ottoman Empire OR › Renaissance Italy	Depth Study 5 <i>The Asia-Pacific World</i> ONE of the following to be studied: › Angkor/Khmer Empire OR › Japan under the Shoguns OR › The Polynesian expansion across the Pacific	Depth Study 6 <i>Expanding Contacts</i> ONE of the following to be studied: › Mongol expansion OR › The Black Death in Asia, Europe and Africa OR › The Spanish Conquest of the Americas OR › Aboriginal and Indigenous Peoples, Colonisation and Contact History
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DEPTH STUDY 4: THE WESTERN AND ISLAMIC WORLD

OUTCOMES

A student:

- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › identifies the meaning, purpose and context of historical sources HT4-5
- › identifies and describes different contexts, perspectives and interpretations of the past HT4-7
- › locates, selects and organises information from sources to develop an historical inquiry HT4-8
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: *HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13*

Students investigate ONE of the following depth studies topics:

4a The Vikings

OR

4b Medieval Europe

OR

4c The Ottoman Empire

OR

4d Renaissance Italy

Suggested Site Studies include:

- a museum visit
- a virtual historical site
- a virtual archaeological site

Topic 4a: The Vikings (c. AD 790 – c. 1066)

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH007)

Students:

- locate the Viking homelands
- identify the geographical features that helped shape Viking society and history
- using a range of sources, eg the Viking sagas, outline key social, cultural, economic and political features of Viking society 🗺️🌐💻📖
- describe the everyday life of men, women and children in Viking society ⭐🚫
- discuss the role of the Norse gods in Viking society 🌐🚫

Significant developments and/or cultural achievements that led to Viking expansion, including weapons and shipbuilding, and the extent of their trade (ACDSEH047)

Students:

- identify the extent of Viking exploration and trade
- identify the regions conquered and/or settled by the Vikings
- explain how and why Viking expansion occurred, including developments in weaponry and shipbuilding technologies ⚙️
- discuss the theory that Vikings discovered America

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)

Students:

- explain and assess the impact of the Vikings on subject peoples in England and northern Europe, including the Danelaw 🚫⚖️
- discuss the significance of the Norwegian (Viking) and Norman invasions of England in 1066 🗺️👥
- outline what sources reveal about different perspectives on the Vikings, for example those of English monks 💻⚙️📖⚖️

The role of a significant individual in the expansion of Viking settlement and influence (ACDSEH049)

Students:

- investigate and assess the role of significant individuals involved in the expansion of Viking settlement and influence, eg Erik the Red or Leif Ericson ⚙️
- use sources to identify different perspectives on the chosen individual 📖⚖️🚫

- discuss how the Vikings have influenced the world today

Topic 4b: Medieval Europe (c. AD 590 – c. 1500)

The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH008)

Students:

- identify the extent and key sites of Medieval Europe
- describe everyday life of men, women and children in Medieval European society ★ ✚
- outline key cultural, economic and political features of Medieval European society 🌐 🗺️ ⚖️
- identify the roles and relationships of key groups in Medieval European society, using a range of sources 🎓 💻 🗺️

Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music (ACDSEH050)

Students:

- identify and describe significant developments and/or cultural achievements of Medieval Europe in at least ONE of the following areas: architecture, art, medieval manuscripts, literature and music 🌐
- explain the changing relations between Islam and the West during the medieval era, including the Crusades 🌐 ✚ ⚖️
- using a range of sources, outline what is revealed about different perspectives on the Crusades 📖 ⚙️ 🎓 ⚖️

Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce (ACDSEH051)

Students:

- outline the main features of at least ONE of the following: ⚖️
 - crime and punishment
 - military and defence systems
 - towns, cities and commerce
- describe the ways your chosen topic changed or remained the same

The dominance of the Catholic Church (ACDSEH052)

Students:

- identify ways in which the Catholic Church influenced life in Medieval Europe 🌐 ⚖️ ✚

The role of significant individuals (ACDSEH052)

Students:

- using a range of sources, investigate and assess the role of significant medieval individuals, eg Charlemagne, Eleanor of Aquitaine, Saladin, William Wallace or Joan of Arc 🎓💻⚙️
- use sources to identify different perspectives on the chosen individuals 🎓⚖️⚙️
- discuss how Medieval Europe has influenced the world today

Topic 4c: The Ottoman Empire (c. AD 1299 – c. 1683)

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)

Students:

- identify key sites and the extent of the Ottoman Empire during this period
- describe the everyday life of men, women and children in the Ottoman Empire ✨🕌
- outline key cultural, economic and political features of the Ottoman Empire 🌐🕌

Significant developments and/or cultural achievements that reflect the power and influence of the Ottoman Empire, such as the fall of Constantinople in AD 1453, art and architecture (ACDSEH053)

Students:

- identify and describe significant developments and/or cultural achievements of the Ottoman Empire in art and architecture 🌐
- sequence and explain significant developments in extending the strength and influence of the Ottoman Empire in the Middle East and Europe, eg the Battle of Kosovo, the fall of Constantinople, and the Sieges of Rhodes and Vienna 🌐🕌

Relationships with subject peoples, including the policy of religious tolerance (ACDSEH054)

Students:

- explain how the Ottomans maintained relationships with subject peoples, both Muslims and non-Muslims, including the policy of religious tolerance 🌐🕌⚖️
- using a range of sources, outline what these sources reveal about different perspectives on the Ottoman Empire 🖥️⚙️📖🌐

The role of significant individuals in maintaining the strength and influence of the Ottoman Empire (ACDSEH055)

Students:

- investigate and assess the importance of significant individuals, eg Selim I, or Suleiman the Magnificent, in extending and maintaining the strength and influence of the Ottoman Empire 🕌⚙️
- use sources to identify different perspectives on the chosen individuals 📖⚖️🕌
- discuss how the Ottoman Empire has influenced the world today

Topic 4d: Renaissance Italy (c. AD 1400 – c. 1600)

The way of life in Renaissance Italy (social, cultural, economic and political features) and the roles and relationships of different groups in society (ACDSEH010)

Students:

- explain why this period is known as the Renaissance
- identify on a map the city-states of Italy during this period
- describe the everyday life of men, women and children in Renaissance Italy ✚ ✚
- describe key economic and political features of Renaissance Italy 🌐 🇮🇹

Significant developments and/or cultural achievements that reflect the concentration of wealth and power in the city-states (ACDSEH056)

Students:

- using a range of sources, investigate and explain the importance of at least ONE of the following achievements of Renaissance Italy: painting, sculpture, architecture, science and technology, literature and humanist thinking 🌐 📖 🖨️ ⚙️ 👤
- describe how the patronage of wealthy families encouraged these developments and/or cultural achievements 🇮🇹

Relationships between rulers and ruled in ONE Italian city-state (ACDSEH057)

Students:

- discuss the relationships between rulers and ruled in ONE Italian city-state, eg Pisa, Florence, Naples, Venice or Rome 🇮🇹

The role and achievements of significant individuals (ACDSEH058)

Students:

- investigate and assess the importance of significant individuals, eg Cesare Borgia, Lucrezia Borgia, Caterina Sforza, Leonardo da Vinci, Michelangelo, Artemisia, Niccolò Machiavelli, Galileo Galilei ⚙️ ✚ ✚
- use sources to identify different perspectives on the chosen individuals 📖 ⚖️ ✚

The spread of Renaissance culture to the rest of Europe and its legacy (ACDSEH059)

Students:

- explain how ideas from Renaissance Italy spread to the rest of Europe and outline its legacy 🌐

DEPTH STUDY 5: THE ASIA-PACIFIC WORLD

OUTCOMES

A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and explains the causes and effects of events and developments of past societies over time HT4-4
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › identifies and describes different contexts, perspectives and interpretations of the past HT4-7
- › uses a range of historical terms and concepts when communicating an understanding of the past HT4-9
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-6, HTLS-8, HTLS-9, HTLS-11, HTLS-12, HTLS-13

Students investigate ONE of these Asia-Pacific societies in depth:

5a Angkor/Khmer Empire

OR

5b Japan under the Shoguns

OR

5c The Polynesian expansion across the Pacific

NB: Where appropriate, this depth study may include some references beyond the end of the period c. 1750.

Topic 5a: Angkor/Khmer Empire (c. AD 802 – c. 1431)

The way of life in the Khmer Empire, including social, cultural, economic and political features (including the role of the king) (ACDSEH011)

Students:

- identify key sites and the extent of the Angkor/Khmer Empire during this period 
- describe everyday life in the Angkor/Khmer Empire   
- outline key cultural, economic and political features of life in the Angkor/Khmer Empire   
- identify the roles and relationships of key groups in the Angkor/Khmer Empire  

The reasons for Angkor's rise to prominence, including wealth from trade and agriculture (ACDSEH060)

Students:

- describe the status and power of the king 
- explain how the wealth from trade and agriculture contributed to Angkor's rise to prominence  

The cultural achievements of the Khmer civilisation, including its system of water management and the building of the temples of Angkor (ACDSEH061)

Students:

- using a range of sources and the site of Angkor as an historical source, describe what it reveals about Angkor/Khmer life and culture. This could include:       
 - the construction of the temples
 - the system of water management
 - religion
 - agriculture

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)

Students:

- outline theories about the decline of Angkor and assess which factors were most significant     
- explain the significance of Angkor today

Topic 5b: Japan under the Shoguns (c. AD 794 – 1867)

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)

Students:

- sequence the Nara and Heian periods and the Kamakura, Muromachi and Tokugawa shogunates 
- identify key places in Japan during this period 
- outline key cultural, economic and political features of this society, including the increasing power of the shogun    
- describe the everyday life of men, women and children in Japan under the shoguns  
- identify the roles and relationships of key groups in this society using sources   

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)

Students:

- outline how the Tokugawa Shogunate took control of Japan by AD 1603  
- describe how the Tokugawa Shoguns revived the feudal system in Japan  
- explain how foreign trade was controlled by the Tokugawa Shoguns  

The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate (ACDSEH064)

Students:

- describe how the Japanese used land and forests as resources   
- outline the Tokugawa Shogunate's policies on forestry and land use  

Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology (ACDSEH065)

Students:

- explain why the Tokugawa Shoguns isolated Japan from the rest of the world from AD 1639  
- identify examples of modernisation and westernisation in Japan in this period and explain their impact 
- assess the importance of Western influence on the decline of the Shogunate  
- explain how the Shogunate have influenced modern Japan

Topic 5c: The Polynesian expansion across the Pacific (c. AD 700 – 1756)

Theories about the origin and spread of Polynesian settlers throughout the Pacific (ACDSEH013)

Students:

- identify the geographic extent and natural features of Polynesia
- outline theories about the origin and spread of Polynesian settlers throughout the Pacific
- locate the Pacific regions settled by the Polynesians
- describe the different societies of Polynesia 🌐 🏝️

The way Polynesian societies used environmental resources (sustainably and unsustainably), including the extinction of the moa in New Zealand, the use of religious/supernatural threats to conserve resources, and the exploitation of Easter Island's palm trees (ACDSEH068)

Students:

- describe key environmental resources of Polynesian societies 🌿
- assess Polynesian uses of environmental resources in this period, including: 🏝️ 🌿
 - the extinction of the moa in New Zealand
 - the use of religious/supernatural threats to conserve resources
 - the exploitation of Easter Island's palm trees

The way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of ariki and related tribal roles in Maori and in Rapa Nui society (ACDSEH066)

Students:

- describe everyday life in ONE Polynesian society during this period 🌟 🏝️
- describe key political features of ONE Polynesian society 🏝️ 🌐
- explain key economic activities of ONE Polynesian society 🌟

The cultural achievements of ONE Polynesian society, such as the Ta moko, the haka and hangi in Maori society and/or the moai constructed on Easter Island (ACDSEH067)

Students:

- using a range of sources, describe the cultural achievements of ONE Polynesian society, such as the role of the ariki and related tribal roles in Maori and Rapa Nui society (Easter Island) 🌐 🏝️ 📺

DEPTH STUDY 6: EXPANDING CONTACTS

OUTCOMES

A student:

- › describes major periods of historical time and sequences events, people and societies from the past HT4-2
- › describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3
- › describes and explains the causes and effects of events and developments of past societies over time HT4-4
- › uses evidence from sources to support historical narratives and explanations HT4-6
- › identifies and describes different contexts, perspectives and interpretations of the past HT4-7
- › selects and uses appropriate oral, written, visual and digital forms to communicate about the past HT4-10

Related Life Skills outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-13

Students investigate ONE of the following historical developments in depth to explore the interaction of societies in this period:

6a Mongol Expansion

OR

6b The Black Death in Asia, Europe and Africa

OR

6c The Spanish Conquest of the Americas

OR

6d Aboriginal and Indigenous Peoples, Colonisation and Contact History

NB: Where appropriate, this depth study may include some references beyond the end of the period of c.1750 (such as 6d).

Topic 6a: Mongol Expansion (c. AD 1206 – c. 1368)

The nomadic lifestyle of the Mongols and the rise of Temujin (Genghis Khan) (ACDSEH014)

Students:

- identify the extent and geographical features of the Mongol homeland 
- describe the features of Mongol nomadic life   
- describe key political and economic features of Mongol society   
- describe the life and impact of Temujin (Genghis Khan) on Asia and the Middle East 

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)

Students:

- outline the organisation of Genghis Khan's Mongol army 
- describe the Mongol policies used in governing their empire including laws and taxes 
 
- using a range of sources, describe how the Mongols treated conquered peoples   
  

The extent of the Mongol expansion as one of the largest land empires in history, including life in China before, during and after the Mongol conquest (ACDSEH078)

Students:

- locate the extent of the Mongol conquests and expansion across Asia and Europe 
- describe the impact of Mongol rule on Chinese social structure  
- explain the cultural and religious consequences of Mongol rule in China    
- explain how and why life in China changed under Mongol rule     

The consequences of the Mongol expansion, including contributions to European knowledge and trade routes (ACDSEH079)

Students:

- using a range of sources describe and assess the significance of Mongol expansion, including contributions to European knowledge and the increase in commerce with Asia and Europe    
- assess the reign and contributions of Kublai Khan to the Chinese empire and the wider world   

Topic 6b: The Black Death in Asia, Europe and Africa (14th-century plague)

Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God (ACDSEH015)

Students:

- locate the extent of human settlements in 14th-century Asia, Europe and Africa 📍📊
- describe the everyday life of men, women and children in the 14th century and life expectancy at this time ⚖️👤👤
- describe what doctors understood about diseases and their treatment in this period
- outline what European people believed about religion and the power of God in this period 🌐⚖️⚡

The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease (ACDSEH069)

Students:

- outline the extent of trade between Europe and Asia in the 14th century 📍🌟📊
- explain how trade and travel contributed to the outbreak and spread of the Black Death 📍⚙️

The 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)

Students:

- describe the causes and symptoms of the Black Death
- use sources to identify common treatments of the disease and discuss their effectiveness 👤👤
- outline responses of social groups to the spread of the disease, including flagellants and the impact on monasteries ⚖️⚡

The effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague (ACDSEH071)

Students:

- assess the impact of the Black Death on Asian, European and African societies 📍⚙️
- using a range of sources, discuss different interpretations of the impact of the Black Death on European society 🎓📖⚙️👤

Other immediate and long-term effects of the Black Death, including labour shortages, peasant uprisings, the weakening of feudal structures, and increased social mobility (ACDSEH072)

Students:

- describe short-term and long-term effects of the Black Death on medieval societies 
- assess the role of the Black Death in breaking down the feudal system in Europe 

Topic 6c: The Spanish Conquest of the Americas (c.AD 1492 – c.1572)

Pre-Columbian life in the Americas, including social organisation, city life and beliefs (ACDSEH016)

Students:

- locate and identify the major civilisations and cities of the Pre-Columbian Americas in this period
- outline the organisation of society in the Pre-Columbian Americas 🌎🌐
- describe key aspects of life in at least ONE city of the Pre-Columbian Americas, eg Teotihuacan, Tenochtitlan (Aztec), Machu Picchu (Inca) 🌐★✚
- describe the beliefs of at least ONE Pre-Columbian society in the period 🌐✚

When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered (ACDSEH073)

Students:

- outline and explain the reasons for Spanish conquest and settlement in the Americas
- identify the societies that the Spanish conquered in the Americas
- describe how geographic features influenced Spanish conquest of at least ONE society

The nature of the interaction between the Spanish and the Indigenous populations, with a particular focus on either the Aztecs OR Incas (ACDSEH074)

Students:

- using a range of sources, describe different perspectives on the first-contact experiences between the Spanish and Aztec OR Inca society ✚🌐
- explain how the Spanish conquered and controlled Aztec OR Inca society 🌎⚖️

The impact of the conquest on the Aztecs OR Incas as well as on the wider world (ACDSEH075)

Students:

- explain how either the Aztecs OR the Incas were affected by the Spanish conquests, eg the introduction of new diseases, horses and gunpowder 🌎⚖️
- using a range of sources, investigate at least ONE example of the wider impact of the Spanish conquests of the Americas, eg the introduction of new foods and increased wealth in Europe 📖💻🌐

The longer-term effects of colonisation, including slavery, population changes and lack of control over resources (ACDSEH076)

Students:

- assess the long-term effects and legacy of colonisation by the Spanish in the Americas 


Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History

The nature of colonisation of ONE Indigenous community such as North America, the Pacific region, China, Africa, South-east Asia or South Asia

Students:

- define the concepts of invasion, occupation, colonisation and settlement 🌏 ⚙️
- describe the main features of the chosen Indigenous culture prior to colonisation 🌐 🌿
- explain how and why colonisation occurred 🌐 🌏

The nature of contact following colonisation of the chosen Indigenous people

Students:

- describe the key aspects of contact between the Indigenous people and the colonisers
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and non-Aboriginal peoples such as impact of disease, land disputes, dispossession, frontier wars 📖 ⚖️ 🌐 ⚙️ 🚫 🤝
- describe and assess the life of ONE of the chosen Indigenous people in contact with the colonisers 🌐 🧑 🚫

The consequences of the colonisation of the chosen Indigenous people

Students:

- explain the results of colonisation for the chosen Indigenous people and non-Indigenous peoples 🌏 ⚖️ 🌐 ⚙️ 🚫

The nature of British colonisation of Australia

Students:

- recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples in Australia 🤝
- describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country 🤝
- using a range of sources, describe some of the differing experiences of contact between Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples 🤝 📖 ⚖️ 🌐 ⚙️ 🚫
- outline the developments in government policies towards Aboriginal and Torres Strait Islander peoples to 1900 🤝 🌏
- describe and assess the life of ONE Aboriginal and Torres Strait Islander individual in contact with the British colonisers 🤝 🌐 🧑 🚫
- explain the results of colonisation for Aboriginal and Torres Strait Islander peoples and non-Aboriginal peoples to 1900 🤝 ⚖️ 🌐

A comparison of the colonising movement

Students:

- compare the Aboriginal and Torres Strait Islander peoples' experiences of colonisation with those of the chosen Indigenous culture 🤝 ⚖️ 🌐 🚩 ⚙️

Content Register Table	
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Content	Register
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Topic 1. Investigating the ancient past	
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Topic Overview 1: The ancient world	
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Topic 2A. Ancient Egypt	
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Topic 2B. Ancient Greece	
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Topic 2C. Ancient Rome	
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Topic 3A. Ancient India	
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Topic 3B. Early Imperial China	
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Topic Overview 2: The ancient to modern world	
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Topic 4A. The Vikings	
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Topic 4B. Medieval Europe	
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Topic 4C. The Ottoman Empire	
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Topic 4D. Renaissance Italy	
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Topic 5A. The Angkor / Khmer Empire	
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Topic 5B. Japan under the Shoguns	
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Topic 5C. The Polynesian expansion across the Pacific	
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Topic 6A. Mongol expansion	
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Topic 6B. The Black Death in Asia, Europe and Africa	
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Topic 6C. The Spanish conquest of the Americas	
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Topic 6D. Aboriginal and Indigenous peoples, colonisation and contact history	
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Rationale

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

Aim

The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Outcomes

Table of Objectives and Outcomes for PDHPE K–10 Continuum of Learning

Knowledge and Understanding

Objective

Students:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-1 identifies who they are and how people grow and change	PD1-1 describes the qualities and characteristics that make them similar and different to others	PD2-1 explores strategies to manage physical, social and emotional change	PD3-1 identifies and applies strengths and strategies to manage life changes and transitions	PD4-1 examines and evaluates strategies to manage current and future challenges	PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PDe-2 identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe	PD1-2 recognises and describes strategies people can use to feel comfortable, resilient and safe in situations	PD2-2 explains and uses strategies to develop resilience and to make them feel comfortable and safe	PD3-2 investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others	PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	PD5-2 researches and appraises the effectiveness of health information and support services available in the community

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-3 communicate ways to be caring, inclusive and respectful of others	PD1-3 recognises and describes the qualities that enhance inclusive and respectful relationships	PD2-3 explains how empathy, inclusion and respect can positively influence relationships	PD3-3 evaluates the impact of empathy, inclusion and respect on themselves and others	PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships	PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

Objective

Students:

- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-4 practises and demonstrates movement skills and sequences using different body parts	PD1-4 performs movement skills in a variety of sequences and situations	PD2-4 performs and refines movement skills in a variety of sequences and situations	PD3-4 adapts movement skills in a variety of physical activity contexts	PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts	PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PDe-5 explores possible solutions to movement challenges through participation in a range of activities	PD1-5 proposes a range of alternatives to solve movement challenges through participation in a range of activities	PD2-5 applies strategies to solve movement challenges	PD3-5 proposes, applies and assesses solutions to movement challenges	PD4-5 transfers and adapts solutions to complex movement challenges	PD5-5 appraises and justifies choices of actions when solving complex movement challenges

Objective

Students:

- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-6 explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity	PD1-6 understands contextual factors that influence themselves and others' health, safety, wellbeing and participation in physical activity	PD2-6 describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity	PD3-6 distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable	PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity	PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

Objective

Students:

- enact and strengthen health, safety, wellbeing and participation in physical activity

Early Stage 1 outcomes A student:	Stage 1 outcomes A student:	Stage 2 outcomes A student:	Stage 3 outcomes A student:	Stage 4 outcomes A student:	Stage 5 outcomes A student:
PDe-7 identifies actions that promote health, safety, wellbeing and physically active spaces	PD1-7 explores actions that help make home and school healthy, safe and physically active spaces	PD2-7 describes strategies to make home and school healthy, safe and physically active spaces	PD3-7 proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces	PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities	PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PDe-8 explores how regular physical activity keeps individuals healthy	PD1-8 participates in a range of opportunities that promote physical activity	PD2-8 investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing	PD3-8 creates and participates in physical activities to promote healthy and active lifestyles	PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity	PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

Skills

Objective

Students:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-9 practises self-management skills in familiar and unfamiliar scenarios	PD1-9 demonstrates self-management skills in taking responsibility for their own actions	PD2-9 demonstrates self-management skills to respond to their own and others' actions	PD3-9 applies and adapts self-management skills to respond to personal and group situations	PD4-9 demonstrates self-management skills to effectively manage complex situations	PD5-9 assesses and applies self-management skills to effectively manage complex situations

Objective

Students:

- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-10 uses interpersonal skills to effectively interact with others	PD1-10 describes and practises interpersonal skills to promote inclusion to make	PD2-10 demonstrates a range of interpersonal skills that build and enhance relationships	PD3-10 selects and uses interpersonal skills to interact respectfully with others to	PD4-10 applies and refines interpersonal skills to assist themselves and others to interact	PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
	themselves and others feel they belong	and promote inclusion in various situations	promote inclusion and build connections	respectfully and promote inclusion in a variety of groups or contexts	and inclusive relationships in a variety of groups or contexts

Objective

Students:

- move with confidence, competence and creativity within and across various physical activity contexts

Early Stage 1 outcome A student:	Stage 1 outcome A student:	Stage 2 outcome A student:	Stage 3 outcome A student:	Stage 4 outcome A student:	Stage 5 outcome A student:
PDe-11 demonstrates how the body moves in relation to space, time, objects, effort and people	PD1-11 incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences	PD2-11 combines movement skills and concepts to effectively create and perform movement sequences	PD3-11 selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences	PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences	PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Stage 4

By the end of Stage 4, students propose skills and strategies to enhance their health and wellbeing by exploring ways to connect with their communities. They recognise factors that influence changes and transitions and evaluate strategies to manage current and future challenges. Students analyse ways to cultivate resilience and demonstrate help-seeking strategies and behaviours to support themselves and others. They recognise the characteristics of respectful relationships and the importance of belonging and connecting with others. Students investigate health practices, behaviours and resources and propose actions to promote health, safety and wellbeing for themselves and others in relation to a range of health and physical activity issues. They develop critical thinking skills in relation to accessing support and health information. Students recognise the need to develop habits for positive health and a lifetime of physical activity.

Students demonstrate control and accuracy when performing specialised movement sequences and skills in dynamic physical activity contexts. They transfer and adapt solutions to complex movement challenges by performing specialised movement skills and selecting, applying and combining movement concepts. Students investigate and create plans to achieve movement and fitness outcomes. They participate in a wide variety of moderate to vigorous physical activities to apply, adapt and vary movement skills with increased confidence and precision. Students apply and refine skills to promote safety, collaboration, fair play and

inclusivity in physical activity contexts. They examine the cultural significance of physical activities and how connection and inclusion can enhance health, safety, wellbeing and physical activity levels of the wider community.

Content for Stage 4

Health, Wellbeing and Relationships

Outcomes

A student:

- › examines and evaluates strategies to manage current and future challenges PD4-1
- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › investigates effective strategies to promote inclusivity, equality and respectful relationships PD4-3
- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10

Related Life Skills outcomes: PDLS-1, PDLS-2, PDLS-3, PDLS-4, PDLS-10, PDLS-11

Key Inquiry Questions

- How do change, transition and environment shape my identity?
- What skills and strategies can be used to manage change, challenges and seek help?
- What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Overview of Teaching and Learning

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. They recognise the benefits of respectful relationships and help-seeking strategies in affirming their own and others' health, safety and wellbeing. Students

examine the impact of power in relationships and practise and apply strategies to seek help for themselves and others.

Content

How do change, transition and environment shape my identity?

Students:

- investigate the impact of transition and change on identity (ACPPS070)
 - investigate the changing nature of personal identity and how it can differ in various contexts, eg home, school, sport, online identity S 🧠
 - examine the impact of physical, social and emotional changes during adolescence, eg friendship groups, sexuality S 🌐 🧠
 - identify feelings and emotions associated with transition and change S 🌟 🧠

What skills and strategies can be used to manage change, challenges and seek help?

Students:

- evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
 - investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies they use to manage these changes S I 🌟 🧠
 - analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities, eg time management, study skills S I 🌟 🧠
 - discuss strategies for coping with loss and grief and ways of giving support to others S 🌟 🧠
 - access and assess health information, resources and services that support young people to effectively manage changes and transitions, eg websites promoting young people's mental health S 🌟 🖥️ 🧠
- practise and apply skills and strategies to seek help for themselves and others (ACPPS072)
 - identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation S 🌟 🧠
 - propose individual support networks and external support services S 🌟 🖥️ 🧠
 - practise communication techniques to persuade someone to seek help in different situations, eg mental health concerns, drug use, relationship or family and domestic violence S I 🗣️ 🧠
 - identify barriers to seeking help and propose strategies to overcome these barriers S 🌟 🧠
 - recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation, eg ending a relationship, when feeling overwhelmed, grieving or losing someone S I 🌟 🗣️ 🧠

What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Students:

- describe how rights and responsibilities contribute to respectful relationships
 - recognise various types of relationships and their role in a person's life **I** 🌟 🌟
 - describe rights and responsibilities required in different relationships **I** 🌟
 - discuss the characteristics of respectful relationships, eg empathy, being inclusive, accepting differences **I** 🌟
 - explore the features of inclusive and equal relationships, eg rights, mutual respect, trust, honesty, support **I** 🌟
 - discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, eg consent **S I** 🌟 ⚖️ 🗣️ 🌟
 - discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, eg control of decision-making **I** 🌟 ⚖️
- investigate the benefits of relationships and examine their impact on their own and others' health, safety and wellbeing (ACPPS074) **I** 🌟
 - examine how culture and relationships with family and peers can influence people's attitudes, behaviours, decisions and actions in different situations **S** 🌟 🌟
 - analyse how behaviours, actions, and responses to situations can change depending on who they are with **S** 🌟 ⚖️ 🗣️ 🌟
 - understand and apply online and social protocols to enhance relationships and protect their own safety and wellbeing, eg recognising and responding to offensive online material **I** 🌟 ⚖️ 📺 🗣️ 🌟
- explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing
 - identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected **S I** 🗣️ 🌟
 - explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing **S I** 🗣️ 🌟 🌐 🗣️ 🌟
 - discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities **I** 🗣️ 🌐 🗣️ 🌟 🌟
- explore skills and strategies needed to communicate and engage in relationships in respectful ways
 - practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, eg reporting inappropriate behaviour **S I** 📺 🗣️ 🌟
 - practise interpersonal skills required to negotiate safe intimate relationships, eg consent **I**
 - demonstrate ways to resolve conflict in a range of contexts **I** 🌟 🌟

- investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations and propose strategies for managing these S ⚙️ ⚖️ 🌐 🧑
- practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others S I ⚙️ ⚖️ 🧑 🧑
- discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
 - discuss the influence of family, media and peer attitudes to power in relationships
 - explore how influences, eg intolerance, prejudice, bias, knowledge, ethics or self-esteem affect power in relationships in either a positive or negative way S ⚙️ 🧑
 - describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, eg family and domestic violence, homophobic and transphobic bullying, racism, cyberbullying, discrimination against people with disability S ⚙️ 🧑
 - devise help-seeking strategies that address imbalance of power in relationships, eg contacting the police and other external organisations, staying with a family or at a friend's place S ⚙️ 🖨️ 🧑
 - identify behaviours that display the positive use of power in relationships 🧑
 - develop skills to challenge the abuse of power S I ⚙️ 🧑

Movement Skill and Performance

Outcomes

A student:

- › refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-4
- › transfers and adapts solutions to complex movement challenges PD4-5
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10
- › demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences PD4-11

Related Life Skills outcomes: PDLS-5, PDLS-6, PDLS-11, PDLS-12

Key Inquiry Questions

- How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?
- How can I make decisions to adapt to changing circumstances in different movement contexts?
- How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to address content in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students should be provided with opportunities to explore complex and challenging movement activities in the following contexts: rhythmic and expressive movement; individual/group/team physical activities; initiative/challenge physical activities; aquatics; and lifelong physical activities.

Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students refine a range of specialised knowledge, understanding and skills in relation to their movement competence and confidence. Students reflect on and refine personal and social skills as they participate in a range of physical activities.

Content

How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations?

Students:

- participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing
 - practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments **M** ⚙️
 - participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts **M** ⚙️
 - demonstrate movement skills through a range of experiences, including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics, and lifelong physical activities **M** ⚙️
 - participate in a range of swimming activities and rescue skills, eg stroke correction, timed tows, clothed rescue, games and sports **M** ⚙️
- use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080)
 - analyse their own and others' performance using ICT as appropriate and implement feedback to enhance performance **S I M** 📺 📱
 - participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback **S I M** ⚙️ 📺 📱
 - create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession **S M** ⚙️ 📺 📱
 - compose and perform a group sequence in response to a piece of music or other stimuli **I M** ⚙️ 📺 📱

- demonstrate and explain how the elements of space, time, objects, effort and people can enhance movement sequences (ACPMP084)
 - perform a range of movements and analyse techniques based on understanding of take-off, body position and landing **M** ⚙️ 🏆
 - demonstrate refinement of movement concepts and strategies to enhance movement sequences **M** ⚙️ 🏆
 - appraise and provide feedback about the quality of movement of self and others, focused on space and time, effort and relationships **S M** ⚙️ 🏆 🤝
 - explain how changes to movement concepts, skills and tactics can improve performance **I M** ⚙️ 🏆 🤝
- practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)
 - demonstrate their ability to use space and explore force and flow in different movement contexts **M** ⚙️
 - examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations **M** ⚙️
 - select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment **S M** ⚙️
 - explore similarities in the bases of support and flow of movements when performing movement sequences **M** ⚙️ 🏠 🏆

How can I make decisions to adapt to changing circumstances in different movement contexts?

Students:

- evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)
 - evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges **S I M** ⚙️ 🏆 🤝
 - identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts **S I M** ⚙️ 🏆 🤝
 - demonstrate to others approaches taken to solve movement challenges **M** 🏆
 - identify strategies and tactics that are similar and transferable across different movement contexts **M** ⚙️ 🏆

How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?

Students:

- practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)
 - participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving **S I M** ⚙️ 🏆

- adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes **I M** ⚙️ 🧑🏫
 - apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group **I M** ⚙️ 🧑🏫
 - participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests **S I M** ⚙️ 🧑🏫
- modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMPO88)
 - recognise potential safety concerns and select appropriate responses when engaged in physical activities **S M** ⚙️ 🧑🏫
 - develop scoring systems to assess movement performances consistently and fairly **S M** ⚙️ 🧑🏫
 - apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity **I M** 🏆 🧑🏫
 - modify rules, equipment or scoring systems to allow all participants to enjoy and succeed **S I M** ⚙️ 🏆 🧑🏫

Healthy, Safe and Active Lifestyles

Outcomes

A student:

- › examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2
- › recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6
- › investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7
- › plans for and participates in activities that encourage health and a lifetime of physical activity PD4-8
- › demonstrates self-management skills to effectively manage complex situations PD4-9
- › applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts PD4-10

Related Life Skills outcomes: PDLS-2, PDLS-3, PDLS-7, PDLS-8, PDLS-9, PDLS-10, PDLS-11

Key Inquiry Questions

- What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?
- How can I effectively manage my own and support others' health, safety, wellbeing and participation in physical activity?
- Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Overview of Teaching and Learning

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health and wellbeing of their communities. Students engage with a range of health issues and identify strategies to keep them healthy, safe and active.

The strand must be taught over each Year and Stage of learning. Teaching and learning activities should be age and Stage-appropriate. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources. Opportunities to interrelate content with other strands should be considered to connect concepts. The strand is designed to give schools the flexibility to treat sensitive and controversial issues in a manner reflective of their own school context and ethos, for the needs of their students and within their own policy requirements.

Content Focus

Students are provided with opportunities to examine the impact of key health issues on themselves, others and the community. They think critically about health information, resources and community connections available to them and how these can support and inform their behaviours, decisions and actions. An integral component is the focus on inclusivity, diversity and strategies to challenge discrimination and stereotypes. Students examine the benefits of a balanced lifestyle and explore strategies for promoting a lifetime of physical activity to lead healthy, safe and active lives.

Content

What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?

Students:

- examine factors that influence health and wellbeing
 - describe health and its dynamic nature **I** 🌱 🌿
 - explore the term ‘wellbeing’ and examine factors that contribute to overall wellbeing **I** 🌱 🌿
 - examine how contextual factors influence attitudes and behaviours towards health and wellbeing **I** 🌱 🌍
 - investigate reasons why young people choose to engage in positive and negative risk-taking behaviour 🚗 🚲
 - examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, eg trying out for a sporting team, drinking alcohol at a party, sexting **I** 🚗 🚲
 - explore the role gender plays in a variety of social contexts, eg family and domestic violence, alcohol use, road use 🌱 🌿
- recognise potentially unsafe environments and describe strategies to promote their own and others’ health, safety and wellbeing in a variety of real-life situations
 - propose strategies individuals and others can use to make safe and informed decisions **S I** 🌱 🚗 🚲 🚶
 - discuss safe and unsafe use of technology and develop strategies to promote their own and others’ health, safety and wellbeing **S** 🌱 📺 📱 🌿
 - recognise forms of bullying, violence, harassment and discrimination and discuss safe and supportive upstander behaviours to promote the safety and wellbeing of themselves and others **I** 🌱 🚗 🚲 🚶 🌿
 - classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing **I** 🚶
 - devise a plan to assume responsibility for their own road safety and to support the road safety of others, eg as a pedestrian or passenger **S** 🌱 🚶 🚶 🚶
 - examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed **S** 🌱 🚶 🌿

- demonstrate basic first aid principles and strategies, eg DRSABCD, management of asthma, allergies and anaphylaxis **S I** ⚙️ 🏠
- investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
 - explore their own and others' values and beliefs towards issues of discrimination, eg disability, age, religion, race, sexuality, gender **I** 🏠 🌐
 - investigate the impact of contextual factors on young people, including Aboriginal and/or Torres Strait Islander Peoples **S I** 🤝 ⚙️ 🏠 🌐 🏠
 - research how stereotypes and prejudice are challenged in local, national and global contexts **I** ⚙️ 🏠 🌐 🏠 🏠
 - discuss how challenging and resisting stereotypes can help young people to be themselves **S I** ⚙️ 🏠 🌐 🏠 🏠
 - describe how pro-social behaviour, respecting diversity and challenging racism and discrimination are inclusive ways of supporting and enhancing individual and community health, safety and wellbeing **S** ⚙️ 🏠 🌐 🏠 🏠
- plan and implement inclusive strategies to promote health and wellbeing and to connect with their communities
 - identify and research local resources and environments where individuals and groups can connect as a community through participation in physical and social activities **S** ⚙️ 🤝
 - describe the skills, strengths and strategies required to contribute to inclusive communities and implement strategies to challenge prejudicial and discriminatory views of diversity within the community **S I** ⚙️ 🏠 🌐 🤝 🏠 🏠
 - propose strategies to address misconceptions and promote positive language and attitudes about mental health **S I** ⚙️ 🏠 🤝 🏠
 - refine interpersonal skills through undertaking a range of roles when participating and planning physical activities **I M** 🏠
 - apply ethical and inclusive strategies to promote the health and wellbeing of themselves and others, eg peer support, helping others, active participation, demonstrating inclusive behaviours towards people with disabilities **S I M** 🏠 🏠
- investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity
 - participate in a variety of culturally significant physical activities from a range of cultures, including Aboriginal and Torres Strait Islander Peoples **I M** 🤝 🌐 🏠 🏠
 - describe the components of a balanced lifestyle and use ICT tools as appropriate to promote the contribution of regular physical activity to health and wellbeing **S I** ⚙️ 🏠 🤝 🏠
 - discuss the physical, social, emotional and spiritual benefits of being active in outdoor and natural environments to community health and wellbeing **S I** ⚙️ 🌐 🏠 🏠 🏠

- research and participate in a variety of lifelong physical activities and investigate the degree to which they meet the needs and interests of the local community, eg bocce, tai chi **M** ⚙️🌐👉👤👤
- set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing **S** ⚙️👉👤
- compare their current physical activity levels with Australia’s Physical Activity and Sedentary Behaviour Guidelines and suggest strategies for increasing opportunities for physical activity for themselves and others **S M** ⚙️👉
- develop health literacy skills and promote health information that is aimed at assisting young people to address health issues
 - assess health products, information and advertising to expose myths and fallacies, eg understanding food labels, contraceptive products **S** ⚙️👉👤👤
 - propose strategies for young people and those from diverse backgrounds and circumstances, to improve access to health information, products and services **S I** 🗣️👉👤👤
 - evaluate the credibility of media messages conveyed by different sources in terms of bias, reliability and validity, eg media messages associated with gambling, gender expectations, fad diets, body image and appearance **S** ⚙️👉👤👤
 - promote and apply credible health messages and information to positively influence the decisions of their peers and the wider community **S I** ⚙️👉👤👤
 - identify and promote various health information, products and services designed to address the health needs of young people using ICT tools as appropriate **S I** ⚙️📺👉👤
 - investigate agencies that provide consumer protection regarding health products and services for young people, eg NSW Fair Trading, Australian Competition and Consumer Commission **S** ⚙️👉🌐👉👤

How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity?

Students:

- propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)
 - recognise the importance of trusting their own feelings, thoughts and reading of different situations **S** 👤
 - analyse how emotions, strengths and decision-making can affect outcomes in different scenarios **S** ⚙️👉👤👤
 - explore the impact of stress and coping on mental health 👤
 - practise ways to communicate concerns about health, safety and wellbeing to a variety of support people **I** ⚙️👉👤
 - examine and develop strategies for safe practices in outdoor environments, eg farm safety, exposure to sun, water environments 🌿
 - explore practices in sexual relationships that enhance safety and contribute to positive experiences, eg negotiating consent, respecting people’s choices, communication **I**

- examine privacy in online and offline environments and discuss its relationship to responsible and ethical use of social media and technology **S I** ⚙️ 📱 🏠
- plan and use health practices, behaviours and resources to enhance the health, safety, wellbeing and physical activity participation of their communities (ACPPS077)
 - investigate different approaches and develop personal plans for promoting their own positive mental health and wellbeing, eg mindfulness, relaxation, healthy eating **S** 🌐 🌍
 - research and plan a variety of nutritional and physical activity options to promote the health of young people in the wider community **S** ⚙️ 📱 🏠
 - identify and plan preventive health practices and behaviours that assist in protection against disease, eg blood-borne viruses, sexually transmissible infections **S I** ⚙️ 🏠 🏠
 - design and implement health promotion activities, using ICT tools as appropriate, targeting preventive health practices relevant to young people **S I** 📱 🌐 🏠
- create and monitor fitness plans and participate in physical activities that develop health-related and skill-related fitness components (ACPMP083)
 - perform physical activities that improve health and skill-related components of fitness and analyse how the components are developed through these activities **M** 🏠
 - evaluate individual responses to a range of physical activities including heart rate, breathing rate, ability to talk and perceived exertion in order to monitor the body's reaction to a range of physical activities **M** ⚙️ 📱 🏠
 - propose realistic strategies for maintaining and monitoring fitness, health and wellbeing **M** ⚙️ 📱
 - develop and evaluate a fitness plan for themselves, a peer or community group **M** ⚙️ 📱 🏠

Why are connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community?

Students:

- appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community
 - explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health **S** ⚙️ 🌐 🏠
 - recognise how different cultures, including Aboriginal and Torres Strait Islander and Asian cultures, value the contribution of the mind–body–spirit connection to health and wellbeing **M** 🏠 🌐 🌐
- examine influences on peoples' behaviours, decisions and actions (ACPPS074)
 - discuss the influence of contextual factors on individual decisions and actions, eg response to emerging world issues, sexual relationships, drug use, preventive sexual health practices **I** 🌐 🏠 🏠

- review the dietary patterns of young people in relation to the Australian Government dietary guidelines and advice for young people and discuss how contextual factors influence food choices and eating habits **S I** 🌐 📱 🍽️ 🍷
 - evaluate the influence of nutritional value, value for money and sustainability on personal food choices and behaviours, eg home-cooked meals versus takeaway meals **S** 🍴 🍷 📱 🍽️
 - examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use **S I** 🚗 🌐 📱 🍷
 - examine how cultural groups have influenced sport, physical activity and outdoor recreation pursuits **I** 🏃 🍴 🍷 🌐 🍷
- explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community
 - evaluate the interrelationship between nutrition, mental health and physical activity and explain how this has an impact on the health and wellbeing of the community **S I** 🍷 📱 🍽️
 - assess the impact of drug use on young people’s decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, eg sexual decisions, road user behaviours **S** 🍷 🚗 📱 🍷 🍷
 - examine the impact that body image and personal identity have on young people’s health, eg mental health, drug use, disordered eating and participation in physical activity **S I** 🍷 🚗 🌐 📱 🍽️ 🍷
 - appreciate the contribution that participation in physical activity makes to the development of self-management, interpersonal and movement skills and explore the impact this has on health and wellbeing **S I M** 🍷 📱 🍽️

Textbook Register

Content	Register
Strand 1: Health, Wellbeing and Relationships	
My sense of identity	
Adolescence – changes and challenges	
Developing respectful relationships	
Strand 2: Movement Skill and Performance	
Movement Skills	
Movement Concepts and Strategies	
Building successful Teams	
Strand 2: Healthy, Safe and Active Lifestyles	
Health and Wellbeing	
Staying Safe	
Healthy, Safe and Active Communities	
Seeking Help	
Fit for life	

Technology Mandatory

Rationale

The study of technology prepares students to embrace emerging technological opportunities and challenges, enabling them to thrive in a contemporary world. Students are inspired to design innovative local and global solutions that can influence the lives of people and societies. Technological knowledge, skills and processes are used to interpret, develop, manage and create products, systems and environments.

The Technology 7–8 Syllabus provides students with opportunities to develop their technological literacy through the design and production of creative solutions. Students investigate resource management practices to understand how the application of technologies can contribute to sustainability. The exploration of sustainable design and production practices enables them to understand the challenges, limitations and consequences of developing designed solutions.

Students explore ideas that address changing societal values and expectations, leading to opportunities for enterprise, including Aboriginal and Torres Strait Islander designs and technologies. They engage in design and production independently and collaboratively. Students learn about and apply safe practices and refine their skills working with varied materials and production technologies. Practical and project management experiences support students to analyse problems or challenges, organise and apply knowledge, conceptualise, and transform creative ideas into sustainable, quality solutions.

The syllabus provides opportunities for students to develop their digital literacy and ethical understanding and to apply principles of sustainable design. Students develop a knowledge and appreciation of the properties, characteristics and finite nature of materials, and explore the interrelationship between design, technology, society and the environment.

By making personal, local and global connections, students are supported to recognise the role of technology in solving real-world problems in familiar and unfamiliar situations. They may apply their knowledge of a variety of technological experiences to further education, work and career opportunities in design, technology, engineering, science, mathematics and related fields.

Technological understanding helps students realise that success in design is measured through accessibility, functionality and the degree to which a solution meets the specific needs of people in diverse contexts and societies.

Aim

The aim of the Technology 7–8 Syllabus is to enable students to:

- develop knowledge and skills to enhance creativity and innovation in technologies
- become safe and responsible users of technologies and materials
- develop skills using technologies to design, produce and evaluate creative solutions
- understand the interrelationships between sustainability, technology, materials and the environment.

Table of outcomes

Focus area	Stage 4
Digital and communication technologies	TE4-SDP-01 explains relationships between sustainability, design and production TE4-DES-01 communicates and evaluates design ideas and solutions TE4-PPM-01 applies processes in the planning, management and production of projects TE4-SAF-01 selects and safely uses tools, materials, technologies and processes TE4-DIG-01 demonstrates technological literacy to safely interact in digital environments TE4-DIG-02 uses data and digital systems to code, design and produce projects
Engineering technologies and systems	TE4-SDP-01 explains relationships between sustainability, design and production TE4-PDP-01 describes the practices and processes of designers and producers

Focus area	Stage 4
	TE4-MSC-01 explains how materials, systems and components contribute to solutions TE4-DES-01 communicates and evaluates design ideas and solutions TE4-PPM-01 applies processes in the planning, management and production of projects TE4-SAF-01 selects and safely uses tools, materials, technologies and processes
Food and agricultural practices	TE4-SDP-01 explains relationships between sustainability, design and production TE4-PDP-01 describes the practices and processes of designers and producers TE4-DES-01 communicates and evaluates design ideas and solutions TE4-PPM-01 applies processes in the planning, management and production of projects

Focus area	Stage 4
	TE4-SAF-01 selects and safely uses tools, materials, technologies and processes
Materials and production processes	TE4-SDP-01 explains relationships between sustainability, design and production TE4-PDP-01 describes the practices and processes of designers and producers TE4-MSD-01 explains how materials, systems and components contribute to solutions TE4-DES-01 communicates and evaluates design ideas and solutions TE4-PPM-01 applies processes in the planning, management and production of projects TE4-SAF-01 selects and safely uses tools, materials, technologies and processes

Outcomes and content for Stage 4

Digital and communication technologies

Outcomes

A student:

- explains relationships between sustainability, design and production TE4-SDP-01
- communicates and evaluates design ideas and solutions TE4-DES-01
- applies processes in the planning, management and production of projects TE4-PPM-01
- selects and safely uses tools, materials, technologies and processes TE4-SAF-01
- demonstrates technological literacy to safely interact in digital environments TE4-DIG-01
- uses data and digital systems to code, design and produce projects TE4-DIG-02

Related Life Skills outcomes: TELS-SDP-01, TELS-SDP-02, TELS-DES-01, TELS-PPM-01, TELS-PPM-02, TELS-PPM-03, TELS-SAF-01, TELS-DIG-01, TELS-DIG-02

Content

Identifying and defining digital and communication technologies

- Identify appropriate hardware and software to develop design ideas and solutions
- Describe secure methods to share data and information safely online
- Outline factors affecting the design of digital solutions

Researching and planning ideas and solutions

- Investigate data transmission and security through wired, wireless and mobile networks
- Collect, use and store data and information from a range of sources
- Assess cybersecurity and privacy risks
- Explain ethical considerations for the ownership of data, information and artificial intelligence (AI) applications
- Describe how digital solutions and communication technologies can contribute to sustainability
- Apply computational and systems thinking to assess ideas and develop quality solutions
- Investigate how Aboriginal communication practices inform current and emerging digital and communication technologies
- Use hardware and software to design, communicate and manage the development of digital solutions
- Create written texts and use graphics applications to communicate design ideas and solutions

Producing and implementing processes, solutions and projects

- Use algorithms to solve problems and design solutions
- Select data, information, tools, systems and technologies to make digital solutions and projects
- Design user interfaces (UI) considering the user experience (UX) of digital systems
- Develop and trace algorithms using branching, iteration and a range of data types
- Use control structures and functions to implement, modify and test programs using coding
- Demonstrate safe practices when using and developing digital and communication technologies

- Document design processes when using digital and communication technologies

Testing and evaluating data, tools, systems and technologies

- Evaluate authenticity, accuracy and timeliness of data and information
- Use data and digital systems to code, test and evaluate design ideas and quality solutions
- Work collaboratively to optimise digital solutions and algorithms
- Use factors affecting design to evaluate user interfaces (UI) and user experiences (UX)

Engineering technologies and systems

Outcomes

A student:

- explains relationships between sustainability, design and production TE4-SDP-01
- describes the practices and processes of designers and producers TE4-PDP-01
- explains how materials, systems and components contribute to solutions TE4-MSC-01
- communicates and evaluates design ideas and solutions TE4-DES-01
- applies processes in the planning, management and production of projects TE4-PPM-01
- selects and safely uses tools, materials, technologies and processes TE4-SAF-01

Related Life Skills outcomes: TELS-SDP-01, TELS-SDP-02, TELS-PDP-01, TELS-MSC-01, TELS-DES-01, TELS-PPM-01, TELS-PPM-02, TELS-PPM-03, TELS-SAF-01

Content

Identifying and defining engineering technologies and systems

- Identify the characteristics and properties of components in engineered systems
- Describe products, systems and technologies developed by engineers and manufacturers
- Outline factors affecting the design of engineered systems

Researching and planning ideas and solutions

- Investigate engineered systems created by Aboriginal and Torres Strait Islander Peoples
- Describe how engineered solutions use materials, components and systems
- Explain how force, motion and energy apply to engineered systems
- Investigate how engineering technologies and systems can improve production quality
- Explore engineered solutions that address societal needs and contribute to sustainability
- Apply design and systems thinking to assess ideas and develop quality solutions
- Collect data and information to develop engineered solutions
- Use graphical communication techniques to present ideas for products and systems

Producing and implementing processes, solutions and projects

- Use materials, components, processes and technologies to develop engineering skills
- Select components, technologies and systems to make engineering solutions and projects
- Demonstrate safe practices when selecting and using tools, processes and technologies
- Document design and production processes when developing projects

Testing and evaluating tools, materials, systems and technologies

- Apply engineering processes to create and evaluate prototypes and working models
- Justify materials and components used when testing engineering technologies and systems

- Work collaboratively to test, modify and improve engineered solutions
- Use results of testing and evaluating to contribute to an engineering report
- Evaluate engineering technologies and systems developed to improve sustainability
- Use factors affecting design to evaluate the quality of engineered solutions

Food and agricultural practices

Outcomes

A student:

- explains relationships between sustainability, design and production TE4-SDP-01
- describes the practices and processes of designers and producers TE4-PDP-01
- communicates and evaluates design ideas and solutions TE4-DES-01
- applies processes in the planning, management and production of projects TE4-PPM-01
- selects and safely uses tools, materials, technologies and processes TE4-SAF-01

Related Life Skills outcomes: TELS-SDP-01, TELS-SDP-02, TELS-PDP-01, TELS-DES-01, TELS-PPM-01, TELS-PPM-02, TELS-PPM-03, TELS-SAF-01

Content

Identifying and defining food and agricultural practices

- Identify the characteristics and properties of food, fibre and agricultural products
- Describe food and agricultural industries in New South Wales
- Outline factors affecting the design of food and agricultural practices

Researching and planning ideas and solutions

- Investigate how Aboriginal and Torres Strait Islander Peoples select and use plants and animals to improve nutrition
- Compare Aboriginal and Torres Strait Islander Peoples' sustainable resource management practices with emerging agricultural practices
- Describe how food and agricultural products are grown, harvested, manufactured, packaged and distributed
- Investigate current and emerging technologies used to improve quality in production and distribution
- Explain social, ethical and legal considerations associated with food and agricultural production
- Investigate nutritional needs of individuals and groups with specific needs
- Describe community food initiatives used to contribute to sustainability
- Apply critical and creative thinking to assess ideas for quality food and/or agricultural solutions
- Create written texts to document food production processes and/or agricultural practices

Producing and implementing processes, solutions and projects

- Use equipment, tools, techniques, technologies and processes to develop practical skills
- Select food preparation techniques, production skills and/or agricultural practices to make solutions and projects
- Demonstrate safe practices when selecting and using tools, technologies and processes
- Document design processes when producing food and agricultural projects

Testing and evaluating food, tools, practices and technologies

- Work collaboratively to test, modify and improve food and/or agricultural products
- Evaluate how ingredient selection and preparation techniques enhance the nutritional value of food
- Explore agricultural practices to assess the impact of changing conditions, improve the quality of production and reduce waste
- Justify the selection of equipment, tools, technologies and processes when developing food and/or agricultural solutions
- Use factors affecting design to evaluate the quality of food and/or agricultural solutions

Materials and production processes

Outcomes

A student:

- explains relationships between sustainability, design and production TE4-SDP-01
- describes the practices and processes of designers and producers TE4-PDP-01
- explains how materials, systems and components contribute to solutions TE4-MSD-01
- communicates and evaluates design ideas and solutions TE4-DES-01
- applies processes in the planning, management and production of projects TE4-PPM-01
- selects and safely uses tools, materials, technologies and processes TE4-SAF-01

Related Life Skills outcomes: TELS-SDP-01, TELS-SDP-02, TELS-PDP-01, TELS-MSD-01, TELS-DES-01, TELS-PPM-01, TELS-PPM-02, TELS-PPM-03, TELS-SAF-01

Content

Identifying and defining materials and production processes

- Identify the characteristics and properties of materials
- Describe products and systems created by designers, producers and manufacturers
- Outline factors affecting the design of products and solutions

Researching and planning ideas and solutions

- Investigate products and systems developed by Aboriginal and Torres Strait Islander Peoples
- Outline production techniques and materials used by designers, producers and manufacturers
- Describe how the properties of materials and production techniques contribute to the quality of solutions
- Compare sustainable sourcing practices
- Explain ethical and legal considerations for innovation, design and production processes
- Apply design and creative thinking to assess ideas and quality solutions
- Use a range of sketching and drawing techniques to communicate ideas and solutions
- Communicate the development of design ideas and solutions, using annotations

Producing and implementing processes, solutions and projects

- Use tools, materials, techniques, technologies and processes to develop practical skills
- Select tools, materials, techniques, technologies and processes to make solutions and projects
- Demonstrate safe practices when selecting and using materials, technologies and processes
- Document design processes when using materials and production technologies

Testing and evaluating tools, materials and technologies

- Work collaboratively to test, modify and improve the quality of ideas and solutions
- Evaluate ideas and solutions using written, visual, verbal or multimodal communication forms
- Create prototypes, models and samples to test materials and production processes
- Justify the selection and use of a range of tools, materials, techniques and technologies
- Use factors affecting design to evaluate the quality of ideas and solutions

Workbook Register Table

Content	Register
Material experiences & introduction to graphics	
Introduction to graphics	
Material experience – polymers	
Polymer safety test	
Material experience – timber	
Timber safety test	
Material experience – metal	
Metal safety test	
Material experience – textiles	
Textiles safety test	
Material experience – food	
Food safety test	
Design	
S.A.F.E. design	
Design process using D.E.S.I.G.N.E.D.	
Aboriginal & Torres Strait Islander – a brief history	
Work Health & Safety	
Summative task – design for technologies design projects	
Glossary of terms	
Google search hints	

Content	Register
Digital & communication technologies	
Identifying and defining digital and communication technologies	
Researching and planning ideas and solutions	
Producing and implementing processes, solutions and projects	
Testing and evaluating data, tools, systems and technologies	
Summative task – Digital & communication technologies	
Engineering technologies & systems	
Identifying and defining engineering technologies and systems	
Electronics	
Engineered systems	
Control technology	
Researching and planning ideas and solutions	
Summative task – Engineering technologies & systems	
Food & agricultural practices	
Identifying and defining engineering technologies and systems	
Researching and planning ideas and solutions	
Summative task – Food & agricultural practices	
Materials & production processes	
Identifying and defining engineering technologies and systems	
Researching and planning ideas and solutions	
Summative task – Materials & production processes	
The design folio & the engineering report	
The design folio	
The engineering report	