Stage Statements and Outcomes Programming Tool K–10

The Stage Statements and Outcomes Programming Tool K–10 may assist home schooling parents in documenting an educational program for home schooling.

The programming tool provides the stage statements and outcomes from each NESA syllabus in each key learning area for primary education (Kindergarten to Year 6), and for each mandatory key learning area for secondary education (Years 7 to 10), as well as for some commonly selected syllabuses for secondary education.

Parents may copy and paste the stage statements and/or outcomes into another document as relevant to the educational program being developed for the child or children. The stage statements and/or outcomes may be useful for planning purposes or the tracking of learning as it occurs.

Important notes

1. The curriculum requirements for home schooling registration are detailed in Sections 7-10 of NESA’s Guidelines for Home Schooling Registration in NSW.
3. The programming tool is not, and should not be taken to be, a substitute for the NESA syllabuses as published on the NESA website.
4. If there is any difference between the programming tool and the NESA syllabuses, the NESA syllabuses are to apply.
5. Syllabuses and implementation timelines for new syllabuses for Kindergarten to Year 10 are available on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/syllabuses-a-z
6. The programming tool will be updated as soon as possible following any changes to the published NESA syllabuses.
# Table of contents

### Early Stage 1 – Kindergarten – Stage Statements and Outcomes

- English
- Mathematics
- Science and Technology (new syllabus from 2019)
- Human Society and Its Environment (HSIE) - History
- Human Society and Its Environment (HSIE) - Geography
- Personal Development, Health and Physical Education (PDHPE) - current syllabus and new syllabus (to be taught from 2020)
- Creative Arts

### Stage 1 – Year 1 and 2 – Stage Statements and Outcomes

- English
- Mathematics
- Science and Technology (new syllabus from 2019)
- Human Society and Its Environment (HSIE) - History
- Human Society and Its Environment (HSIE) - Geography
- Personal Development, Health and Physical Education (PDHPE) - current syllabus and new syllabus (to be taught from 2020)
- Creative Arts

### Stage 2 – Year 3 and 4 – Stage Statements and Outcomes

- English
- Mathematics
- Science and Technology (new syllabus from 2019)
- Human Society and Its Environment (HSIE) - History
- Human Society and Its Environment (HSIE) - Geography
- Personal Development, Health and Physical Education (PDHPE) - current syllabus and new syllabus (to be taught from 2020)
Stage 3 – Year 5 and 6 – Stage Statements and Outcomes................................. 40

- Creative Arts

- English

- Mathematics

- Science and Technology (new syllabus from 2019)

- Human Society and Its Environment (HSIE) - History

- Human Society and Its Environment (HSIE) - Geography

- Personal Development, Health and Physical Education (PDHPE) - current syllabus and new syllabus (to be taught from 2020)

- Creative Arts

Stage 4 - Year 7 and 8 – Stage Statements and Outcomes................................. 53

- English

- Mathematics

- Science

- Human Society and Its Environment (HSIE) - History

- Human Society and Its Environment (HSIE) - Geography

- PDHPE - current syllabus (to be taught to Year 8 only in 2019) and new syllabus (to be taught to Year 7 from 2019 and to Year 8 from 2020)

- Technology - Technology Mandatory - current syllabus (to be taught to Year 8 only in 2019) and new syllabus (to be taught to Year 7 from 2019 and to Year 8 from 2020)

- Creative Arts - Music

- Creative Arts - Visual Arts

- Languages - French - current syllabus (to be taught to Year 8 only in 2019) and new syllabus (to be taught to Year 7 from 2019 and to Year 8 from 2020)

Stage 5 - Year 9 and 10 – Stage Statements and Outcomes................................. 76

- English

- Mathematics 5.1, 5.2 and 5.3
- Science
- HSIE - History
- HSIE - Geography
- HSIE - Commerce
- PDHPE - current syllabus (to be taught to Year 10 only in 2019) and new syllabus (to be taught to Year 9 from 2019 and to Year 10 from 2020)
- Technology - Design and Technology - current syllabus and new syllabus (to be taught from 2020)
- Technology - Food Technology - current syllabus and new syllabus (to be taught from 2020)
- Creative Arts - Music
- Creative Arts - Visual arts
- Creative Arts - Dance
- Languages - French - current syllabus (to be taught to Year 10 only in 2019) and new syllabus (to be taught to Year 9 from 2019 and to Year 10 from 2020)
Early Stage 1 – Stage Statements and Outcomes

Early Stage 1 English

Stage Statement

By the end of Early Stage 1 students respond to a range of spoken, written and multimodal texts from familiar contexts. They demonstrate active listening behaviours to follow simple instructions and ask relevant questions. Students mix and communicate informally with peers, teachers and known adults in informal and structured classroom settings. They communicate clearly and purposefully when engaging in pair, group and class discussions. Students demonstrate an emerging awareness of how people use spoken language for different purposes. They deliver short presentations using familiar and learned vocabulary. Students explore the way familiar spoken texts are constructed and the features of these texts.

Students develop reading, viewing and comprehension skills and strategies using context, grammar, word usage and phonics to make meaning from short, predictable printed texts on familiar topics. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. Students recognise, discuss and respond to the different kinds and purposes of various written, visual and digital texts from a variety of cultures. They read with some fluency and accuracy, drawing support from concepts of print and their developing sound and letter knowledge. Students explore and identify some features of texts, including the use of rhyme, letter patterns and sounds in words in written and spoken texts.

Students engage in writing with an increasing awareness of the nature, purpose and conventions of written language. They create simple texts and recreate familiar imaginative texts by drawing on personal experience and through performance, drawing and images. Students retell events and experiences for known audiences that demonstrate an awareness of the text structure, basic grammar and punctuation needed. Students begin to apply simple editing techniques to their written work. They know and use letters and sounds of the alphabet to attempt to spell known words. Students write most lower and upper case letters appropriately, using the NSW Foundation Style as appropriate. They explore the use of digital technologies to construct a variety of multimodal texts. Students become aware of how to reflect on and assess their own and others’ learning.

Early Stage 1 English Outcomes

A student:

- ENe-1A: communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction
- ENe-2A: composes simple texts to convey an idea or message
- ENe-3A: produces most lower case and upper case letters and uses digital technologies to construct texts
- ENe-4A: demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies
- ENe-5A: demonstrates developing skills in using letters, simple sound blends and some sight words to represent known words when spelling
- ENe-6B: recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language
- ENe-7B: recognises some different purposes for writing and that own texts differ in various ways
- ENe-8B: demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter
- ENe-9B: demonstrates developing skills and knowledge in grammar, punctuation and vocabulary when responding to and composing texts
- ENe-10C: thinks imaginatively and creatively about familiar topics, simple ideas and the basic features of texts when responding to and composing texts
- ENe-11D: responds to and composes simple texts about familiar aspects of the world and their own experiences
- ENe-12E: demonstrates awareness of how to reflect on aspects of their own and others’ learning.
Early Stage 1 Mathematics

Stage Statement

By the end of Early Stage 1, students ask questions and use known facts to explore mathematical problems and develop fluency with mathematical ideas. They use everyday language, concrete materials and informal recordings to demonstrate understanding and link mathematical ideas.

Students count to 30 and represent numbers to 20 with objects, pictures, numerals and words. They read and use ordinal numbers to at least ‘tenth’. Students use concrete materials to model addition, subtraction, multiplication and division. They use the language of money and recognise the coins and notes of the Australian monetary system. Students divide objects into two equal parts and describe them as halves. They recognise, describe and continue repeating patterns of objects and drawings.

Students identify length, area, volume, capacity and mass, and compare and arrange objects according to these attributes. They manipulate, sort and represent three-dimensional objects and describe them using everyday language. Students manipulate, sort and describe representations of two-dimensional shapes, identifying circles, squares, triangles and rectangles. They connect events and the days of the week and explain the order and duration of events, telling the time on the hour. Students give and follow simple directions and describe position using appropriate language.

Students answer simple questions to collect information. They use objects to create a data display and interpret data.

Early Stage 1 Mathematics Outcomes

A student:

- MAe-1WM: describes mathematical situations using everyday language, actions, materials and informal recordings
- MAe-2WM: uses objects, actions, technology and/or trial and error to explore mathematical problems
- MAe-3WM: uses concrete materials and/or pictorial representations to support conclusions
- MAe-4NA: counts to 30, and orders, reads and represents numbers in the range 0 to 20
- MAe-5NA: combines, separates and compares collections of objects, describes using everyday language, and records using informal methods
- MAe-6NA: groups, shares and counts collections of objects, describes using everyday language, and records using informal methods
- MAe-7NA: describes two equal parts as halves
- MAe-8NA: recognises, describes and continues repeating patterns
- MAe-9MG: describes and compares lengths and distances using everyday language
- MAe-10MG: describes and compares areas using everyday language
- MAe-11MG: describes and compares the capacities of containers and the volumes of objects or substances using everyday language
- MAe-12MG: describes and compares the masses of objects using everyday language
- MAe-13MG: sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks
- MAe-14MG: manipulates, sorts and represents three-dimensional objects and describes them using everyday language
- MAe-15MG: manipulates, sorts and describes representations of two dimensional shapes, including circles, triangles, squares and rectangles, using everyday language
- MAe-16MG: describes position and gives and follows simple directions using everyday language
- MAe-17SP: represents data and interprets data displays made from objects.
Early Stage 1 Science and Technology (new syllabus)

Implementation from 2019

Stage Statement

By the end of Early Stage 1, students engage in the processes of Working Scientifically, and Design and Production to make sense of the world around them. They explore their immediate surroundings and ask questions about their observations and experiences. They collect data and communicate their ideas and observations in a variety of ways. Students investigate possibilities and solutions, individually and in collaboration with others, and use the design process to develop solutions. They effectively use a range of classroom equipment and learn to work safely when using resources and materials.

Students recognise that living things have different features and basic needs which can be met. They recognise that plants and animals can be used for food, clothing and shelter. Students identify that objects are made from materials that have observable properties, and that these properties influence their design and use. They describe how objects move and observe the effects of push and pull forces. Students identify daily and seasonal changes in the environment. Students also identify familiar digital systems and follow a simple set of instructions.

Early Stage 1 Science and Technology Outcomes

A student:

- STe-1WS-S: observes, questions and collects data to communicate ideas
- STe-2DP-T: develops solutions to an identified need
- STe-3LW-ST: explores the characteristics, needs and uses of living things
- STe-4MW-ST: identifies that objects are made of materials that have observable properties
- STe-5PW-ST: observes the way objects move and relates changes in motion to push and pull forces
- STe-6ES-S: identifies how daily and seasonal changes in the environment affect humans and other living things
- STe-7DI-T: identifies digital systems and explores how instructions are used to control digital devices
Early Stage 1 History

Stage Statement

By the end of Early Stage 1, students communicate stories of their own family heritage and the heritage of others. They identify similarities and differences between families and recognise how important family events are commemorated.

Students sequence familiar events in order and pose questions about their own and their family's past. They identify and compare the features of objects from the past and the present. Students acquire information by direct observation, talking to others and by viewing, reading and/or listening to texts. Students relate a story about their past using a range of texts and language associated with time and change.

Early Stage 1 History Outcomes

A student:

- HTe-1: communicates stories of their own family heritage and the heritage of others
- HTe-2: demonstrates developing skills of historical inquiry and communication.
Early Stage 1 Geography

Stage Statement
By the end of Early Stage 1, students identify familiar places and recognise why some places are special or important to people and how they care for them. They recognise that places can be represented on maps.

Students acquire information by observing, talking to others and viewing, reading and/or listening to texts. They use geographical tools and communicate geographical information in a range of forms. Students reflect on their learning from the findings of their inquiry.

Early Stage 1 Geography Outcomes
A student:
- GEe-1: identifies places and develops an understanding of the importance of places to people
- GEe-2: communicates geographical information and uses geographical tools.
Early Stage 1 PDHPE (current syllabus)

Final year of implementation in 2019

Foundation Statement

Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students participate in regular physical activity through creative play, dance, gymnastics and minor games. They practise body movement and control, demonstrating different ways the body can move by composing and sequencing simple movement patterns. Students show awareness and consideration of others during play situations and practise the fundamental movement skills of balance, sprint run, vertical jump and catch. They describe the components of an active lifestyle and identify different ways to be active at school and at home.

Students make simple decisions in relation to health and safety and identify medicines and how to store them. They describe balanced eating habits and healthy personal habits as well as safe and unsafe situations at home, on and near roads, travelling to and from school and near water. Students identify people who can help and describe actions such as ‘no, go, tell’ that might be taken in unsafe situations.

Students identify personal characteristics and qualities, and physical changes that have occurred since birth and identify different parts of the body. With self-control, students express feelings and develop positive relationships. They interact and communicate with peers in a variety of play and group situations, listening, sharing and showing concern when working with others.

Early Stage 1 PDHPE Outcomes

A student:
- COES1.1: expresses feelings, needs and wants in appropriate ways
- DMES1.2: identifies some options available when making simple decisions
- INES1.3: relates well to others in work and play situations
- MOES1.4: demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences
- PSES1.5: seeks help as needed when faced with simple problems
- ALES1.6: develops a repertoire of physical activities in which they can participate
- DAES1.7: moves in response to various stimuli
- GSES1.8: demonstrates fundamental movement skills while playing with and sharing equipment
- GDES1.9: identifies how people grow and change
- GYES1.10: performs basic movement patterns to show actions of the whole body
- IRES1.11: identifies how individuals care for each other
- PHES1.12: displays basic positive health practices
- SLES1.13: demonstrates an emerging awareness of the concepts of safe and unsafe living.
Early Stage 1 PDHPE (new syllabus)

Implementation in 2020 – optional implementation in 2019

Stage Statement

By the end of Early Stage 1, students identify personal characteristics and strengths, recognise how they are growing and changing and identify different parts of the body. They describe the different emotions people experience. Students practise interpersonal skills to interact positively with others. They identify people who can assist and recognise actions that help them to be resilient, healthy, safe and active. Students explore contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity. They identify skills and strategies to stay safe and be supported. With developing self-control, students explore emotional responses and cooperate positively with others in a variety of play and group situations.

Students explore how their body responds to movement. They practise body movement and control, demonstrating different ways the body can move in relation to space, time, objects, effort and people. Students compose and sequence simple movements. They show awareness and consideration of others during play situations. Students perform fundamental movement skills and explore possible solutions to movement challenges through participation in a range of activities.

Early Stage 1 PDHPE Outcomes

A student:

- PDe-1: identifies who they are and how people grow and change
- PDe-2: identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe
- PDe-3: communicates ways to be caring, inclusive and respectful of others
- PDe-4: practises and demonstrates movement skills and sequences using different body parts
- PDe-5: explores possible solutions to movement challenges through participation in a range of activities
- PDe-6: explores contextual factors that influence an individual’s health, safety, wellbeing and participation in physical activity
- PDe-7: identifies actions that promote health, safety, wellbeing and physically active spaces
- PDe-8: explores how regular physical activity keeps individuals healthy
- PDe-9: practises self-management skills in familiar and unfamiliar scenarios
- PDe-10: uses interpersonal skills to effectively interact with others
- PDe-11: demonstrates how the body moves in relation to space, time, objects, effort and people
Early Stage 1 Creative Arts

Foundation Statement

Visual Arts ■ Music ■ Drama ■ Dance

Students make pictures and other artworks using the media and materials given, representing both real and imagined situations. They appreciate that artists make artworks and they begin to describe some aspects of artworks.

Students sing, play and move to a range of music. They experiment with sounds and begin to organise them into basic structures. Students listen and respond to a variety of music.

Students engage in roles through imaginative play and dramatic situations. They use movement, spaces and objects to dramatise personal experiences. They respond to different forms of dramatic experiences.

Students perform dances with some control over body movement and expression. They respond to a range of stimuli, drawing from experience and imagination, exploring the notion that dance is about moving the body to express ideas. Students watch dance performances and begin to recognise some basic components of dance.

Early Stage 1 Creative Arts Outcomes

Visual Arts – A student:
- VAES1.1: makes simple pictures and other kinds of artworks about things and experiences
- VAES1.2: experiments with a range of media in selected forms
- VAES1.3: recognises some of the qualities of different artworks and begins to realise that artists make artworks
- VAES1.4: communicates their ideas about pictures and other kinds of artworks.

Music – A student:
- MUES1.1: participates in simple speech, singing playing and moving activities, demonstrating an awareness of musical concepts
- MUES1.2: creates own rhymes, games, songs and simple compositions
- MUES1.4: listens to and responds to music.

Drama – A student:
- DRAES1.1: uses imagination and the elements of drama in imaginative play and dramatic situations
- DRAES1.3: dramatises personal experiences using movement, space and objects
- DRAES1.4: responds to dramatic experiences.

Dance – A student:
- DAES1.1: participates in dance activities and demonstrates an awareness of body parts, control over movement and expressive qualities
- DAES1.2: explores movement in response to a stimulus to express ideas, feelings or moods
- DAES1.3: responds to and communicates about the dances they view and/or experience
- DAES1.7: moves in response to various stimuli.
Stage 1 – Stage Statements and Outcomes

Stage 1 English

Stage Statement

By the end of Stage 1 students communicate with a wide range of audiences on familiar and introduced topics to achieve a variety of purposes. They interact effectively, adopting new communication skills and select vocabulary to enhance meaning in order to give confident presentations. Students attend to instructions, share ideas and engage effectively in group and class discussions. They recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others. They investigate the different types and organisational patterns of common spoken texts and recognise features within them. Students create imaginative, informative and persuasive spoken texts drawing on their own experiences, their imagination, and ideas they have learned.

Students read and view imaginative, informative and persuasive texts. They use an increasing variety of skills and strategies, including knowledge of text structure, context, grammar, punctuation, word usage and phonics, to make connections between texts and between their own experiences and information in texts. Students read with developing fluency and intonation short texts with some unfamiliar vocabulary, simple sentences and images. Students read, interpret and discuss texts from a variety of cultures, including visual and multimodal texts, using a range of skills and strategies. They locate literal information in written texts and refer to features of language and images to make inferences about characters’ actions and motivations. Students explore and identify ways in which texts differ according to purpose, audience and subject.

Students create imaginative, informative and persuasive texts on familiar topics for known readers by planning, proofreading and editing their own writing. They write using basic grammatical features and conventions of punctuation, showing an awareness of different purposes, audiences and subject matter. Students use knowledge of letter–sound correspondence, sight words and regular spelling patterns to accurately spell known words and an increasing number of irregularly spelt words. They write consistently and clearly using NSW Foundation Style as appropriate and use digital technologies to produce texts, recognising simple conventions, language and functions. Students reflect on and assess their own and others’ learning.

Stage 1 English Outcomes

A student:

- EN1-1A: communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
- EN1-2A: plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
- EN1-3A: composes texts using letters of consistent size and slope and uses digital technologies
- EN1-4A: draws on an increasing range of skills and strategies to fluently read, view
and comprehend a range of texts on less familiar topics in different media and technologies

- EN1-5A: uses a variety of strategies, including knowledge of sight words and letter–sound correspondences, to spell familiar words
- EN1-6B: recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
- EN1-7B: identifies how language use in their own writing differs according to their purpose, audience and subject matter
- EN1-8B: recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
- EN1-9B: uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
- EN1-10C: thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
- EN1-11D: responds to and composes a range of texts about familiar aspects of the world and their own experiences
- EN1-12E: identifies and discusses aspects of their own and others' learning.
Stage 1 Mathematics

Stage Statement

By the end of Stage 1, students ask questions and use known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They link mathematical ideas and use appropriate language and diagrams to explain strategies used.

Students count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods. They use mental strategies and concrete materials to add, subtract, multiply and divide, and solve problems. Students model and describe objects and collections divided into halves, quarters and eighths. They associate collections of Australian coins with their value. They use place value to partition numbers. Students describe and continue a variety of number patterns and build number relationships. They relate addition and subtraction facts for sums to at least 20.

Students estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance. They use a calendar to identify the date and name and order the months and the seasons of the year. Students use informal units to compare and order the duration of events and tell the time on the half- and quarter-hour. They identify, describe, sort and model particular three-dimensional objects and two-dimensional shapes. Students represent and describe the positions of objects and interpret simple maps.

Students collect, organise, display and interpret data using lists, tables and picture graphs. They recognise and describe the element of chance in everyday events.

Stage 1 Mathematics Outcomes

A student:

- MA1-1WM: describes mathematical situations and methods using every day and some mathematical language, actions, materials, diagrams and symbols
- MA1-2WM: uses objects, diagrams and technology to explore mathematical problems
- MA1-3WM: supports conclusions by explaining or demonstrating how answers were obtained
- MA1-4NA: applies place value, informally, to count, order, read and represent two- and three-digit numbers
- MA1-5NA: uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers
- MA1-6NA: uses a range of mental strategies and concrete materials for multiplication and division
- MA1-7NA: represents and models halves, quarters and eighths
- MA1-8NA: creates, represents and continues a variety of patterns with numbers and objects
- MA1-9MG: measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres
- MA1-10MG: measures, records, compares and estimates areas using uniform
informal units

- MA1-11MG: measures, records, compares and estimates volumes and capacities using uniform informal units
- MA1-12MG: measures, records, compares and estimates the masses of objects using uniform informal units
- MA1-13MG: describes, compares and orders durations of events, and reads half- and quarter-hour time
- MA1-14MG: sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms
- MA1-15MG: manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons
- MA1-16MG: represents and describes the positions of objects in everyday situations and on maps
- MA1-17SP: gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results
- MA1-18SP: recognises and describes the element of chance in everyday events.
Stage 1 Science and Technology (new syllabus)

Implementation from 2019

Stage Statement

By the end of Stage 1, students engage in the processes of Working Scientifically, and Design and Production. They participate in guided investigations, pose and respond to questions and make predictions. Students collect and represent information using a variety of methods. They safely manipulate equipment and materials, making sustainable and time-efficient choices. Students generate and develop design ideas and solutions that they communicate with labelled drawings and models and through the use of digital technologies where appropriate. They provide explanations about what they have done and evaluate their ideas using predetermined criteria.

Students describe the external features, changes and growth of living things and how their environments provide for their needs. They identify how plants and animals are produced for food and fibre. Students investigate the characteristics and properties of materials, how they can be changed and combined for a purpose. Students identify heat, light and sound energy and explore how forces and energy can be used. They are able to identify observable changes that occur on the Earth and in the sky and how humans care for the environment and Earth’s resources. Students identify the components of digital systems and explore how data is represented through pictures, symbols and diagrams. They describe, follow and represent algorithms that are needed to solve problems.

Stage 1 Science and Technology Outcomes

A student:

- ST1-1WS-S: observes, questions and collects data to communicate and compare ideas
- ST1-2DP-T: uses materials, tools and equipment to develop solutions for a need or opportunity
- ST1-3DP-T: describes, follows and represents algorithms to solve problems
- ST1-4LW-S: describes observable features of living things and their environments
- ST1-5LW-T: identifies how plants and animals are used for food and fibre products
- ST1-6MW-S: identifies that materials can be changed or combined
- ST1-7MW-T: describes how the properties of materials determine their use
- ST1-8PW-S: describes common forms of energy and explores some characteristics of sound energy
- ST1-9PW-ST: investigates how forces and energy are used in products
- ST1-10ES-S: recognises observable changes occurring in the sky and on the land and identifies Earth’s resources
- ST1-11DI-T: identifies the components of digital systems and explores how data is represented
Stage 1 History

Stage Statement
By the end of Stage 1, students identify change and continuity in family and daily life using appropriate historical terms. They relate stories about their families’ and communities’ past and explore a point of view within an historical context. They identify and describe significant people, events, places and sites in the local community over time. Students describe the effects of changing technology on people’s lives over time.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (such as physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.

Stage 1 History Outcomes
A student:

- HT1-1: communicates an understanding of change and continuity in family life using appropriate historical terms
- HT1-2: identifies and describes significant people, events, places and sites in the local community over time
- HT1-3: describes the effects of changing technology on people’s lives over time
- HT1-4: demonstrates skills of historical inquiry and communication.
Stage 1 Geography

Stage Statement

By the end of Stage 1, students describe the natural features of different places, including the weather and seasons, and recognise that places exist across a range of scales. They describe human features of places, including how spaces can be arranged for different purposes. Students investigate how places are managed and cared for and discuss the connections people have to different places.

Students pose questions and collect and record information to answer these questions. They represent data in tables and on maps. They interpret geographical information to draw conclusions. Students present findings in a range of communication forms using simple geographical terms. They reflect on their learning and suggest actions in response to the findings of their inquiry.

Stage 1 Geography Outcomes

A student:

- GE1-1: Describes features of places and the connections people have with places
- GE1-2: Identifies ways in which people interact with and care for places
- GE1-3: Communicates geographical information and uses geographical tools for inquiry.
Stage 1 PDHPE (current syllabus)

Final year of implementation in 2019

Foundation Statement

Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students participate and perform in dance, gymnastics, minor games and sports. They complete simple movement sequences that show an understanding of dynamics, spatial awareness, relationships, timing and rhythm of movement. They demonstrate fair play and cooperation in small groups. Students develop proficiency in the fundamental movement skills of the hop, side gallop, skip, overhand throw, kick and two-handed strike. They participate in physical activities that promote enjoyment and recognise the importance of these for health and lifestyle balance.

Students describe ways to keep healthy and safe and explore choices relating to food, sun protection and personal safety. They identify the appropriate use, administration and storage of medicines. Students describe strategies to stay safe at home, on and near roads, when travelling to and from school, and near water. They recognise safe and unsafe environments and situations and suggest a range of protective strategies for dealing with unsafe situations.

Students describe similarities and differences between themselves and others. They describe different body parts and how the body grows and changes. Students explore different types of relationships and describe the skills needed to develop and maintain positive relationships. They identify the effects of bullying.

Stage 1 PDHPE Outcomes

A student:

- COS1.1: Communicates appropriately in a variety of ways
- DMS1.2: Recalls past experiences in making decisions
- INS1.3: Develops positive relationships with peers and other people
- MOS1.4: Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations
- PSS1.5: Draws on past experiences to solve familiar problems
- ALS1.6: Participants in physical activity, recognises that it can be both enjoyable and important for health
- DAS1.7: Performs simple dance sequences incorporating basic movement skills and patterns
- GSS1.8: Performs fundamental movement skills with equipment in minor games
- GDS1.9: Describes the characteristics that make them both similar to others and unique
- GYS1.10: Follows a simple sequence that links basic movement patterns
- IRS1.11: Identifies the ways in which they communicate, cooperate and care for others
- PHS1.12: Recognises that positive health choices can promote wellbeing
- SLS1.13: Recognises that their safety depends on the environment and the behaviour of themselves and others.
Stage 1 PDHPE (new syllabus)

Implementation in 2020 – optional implementation in 2019

Stage Statement

By the end of Stage 1, students describe changes that occur as they grow older, and recognise characteristics of personal identity and how these are influenced by strengths and achievements. They recognise and demonstrate positive ways to interact with others and identify how emotional responses have an impact on others’ feelings. Students explore different types of relationships and describe the qualities needed to develop and maintain respectful relationships. They understand contextual factors that influence health decisions and describe how to keep themselves and others healthy, safe and active. Students recognise environments which promote health, safety and physical activity and practise a range of protective strategies for responding to various situations. They follow instructions to keep themselves safe and are able to ask for help with tasks or problems.

Students identify areas where they can be active and participate in a range of opportunities that promote physical activity. They demonstrate movement skills in a variety of sequences and situations and propose alternatives to solve movement challenges. Students perform fundamental movement skills and apply movement concepts to perform simple sequences that incorporate the elements of space, time, objects, effort and people with developing competence. They demonstrate cooperation, fair play and positive ways to interact and include others.

Stage 1 PDHPE Outcomes

A student:

- PD1-1: describes the qualities and characteristics that make them similar and different to others
- PD1-2: recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
- PD1-3: recognises and describes the qualities that enhance inclusive and respectful relationships
- PD1-4: performs movement skills in a variety of sequences and situations
- PD1-5: proposes a range of alternatives to solve movement challenges through participation in a range of activities
- PD1-6: understands contextual factors that influence themselves and others’ health, safety, wellbeing and participation in physical activity
- PD1-7: explores actions that help make home and school healthy, safe and physically active spaces
- PD1-8: participates in a range of opportunities that promote physical activity
- PD1-9: demonstrates self-management skills in taking responsibility for their own actions
- PD1-10: describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong
- PD1-11: incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences
Stage 1 Creative Arts

Foundation Statement

Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks representing both real and imagined situations exploring a range of techniques and media. They discuss qualities of artworks such as subject matter and technique, recognising that artists create artworks for different audiences.

Students sing, play and move to music, demonstrating an awareness of their own capability in using voice and other sound sources. They organise sounds into simple structures and begin representing creative ideas symbolically.

Students listen to, and identify simple features of music and make judgements about musical effectiveness and preference.

Students explore and convey stories, events and feelings through roles and they work collaboratively to communicate and express feelings about the action of the drama. They experience and respond to a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances with some understanding of body movement and expression, exploring a range of movements to make choices in order to convey ideas, feelings and moods. They describe the ideas, feelings and moods conveyed by dances.

Stage 1 Creative Arts Outcomes

Visual Arts – A student:
- VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things
- VAS1.2: Uses the forms to make artworks according to varying requirements
- VAS1.3: Realises what artists do, who they are and what they make
- VAS1.4: Begins to intercept the meaning of artworks, acknowledging the roles of artist and audience.

Music – A student:
- MUS1.1: Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts
- MUS1.2: Explores, creates, selects and organises sound in simple structures
- MUS1.3: Uses symbol systems to represent sounds
- MUS1.4: Responds to a range of music, expressing likes and dislikes and the reasons for these choices.

Drama – A student:
- DRAS1.1: Takes on roles in drama to explore familiar and imagined situations
- DRAS1.2: Conveys story, depicts events and expresses feelings by using the elements of drama and the expressive skills of movement and voice
- DRAS1.3: Interacts collaboratively to communicate the actions of the drama with others
- DRAS1.4: Appreciates dramatic work during the making of their own drama and the
drama of others.

**Dance – A student:**

- DAS1.1: Performs dances demonstrating expressive qualities and control over a range of locomotor and non-locomotor movement
- DAS1.2: Explores and selects movement using the elements of dance to make dance express ideas, feelings or moods
- DAS1.3: Gives personal opinions about the dances and their purpose that they view and/or experience
- DAS1.7: Performs simple dance sequences incorporating basic movement skills and patterns.
Stage 2 – Statements and Outcomes

Stage 2 English

Stage Statement

By the end of Stage 2 students communicate expressively and clearly with growing proficiency about ideas and information in classroom, school and social situations for a range of purposes. They explore a variety of roles when interacting in pairs and groups, attending to different views and responding appropriately. Students use various listening behaviours to gather general ideas and key points from conversations, reports or spoken presentations. They identify the effect of purpose, audience and culture on spoken texts and shape and present ideas accordingly. Students identify common organisational patterns and language features of predictable spoken texts.

Students independently read, view and respond to familiar and challenging texts and justify interpretations of ideas, information and events using a range of skills and strategies. They integrate a range of skills and strategies efficiently when reading, interpreting, analysing and evaluating texts and visual images. Students identify literal information in texts and make inferences, integrating and linking ideas and asking questions to clarify understandings. They recognise the representation of characters, settings and events in imaginative texts and start to evaluate point of view. They explain some ways in which authors and illustrators engage the interests of audiences and achieve a range of purposes. Students explore the structural and grammatical features and purposes for a range of written, visual and multimodal texts.

Students create well-structured imaginative, informative and persuasive texts in terms of topic, purpose, audience and language by drafting, proofreading and editing for familiar and unfamiliar audiences. They use simple and complex sentences, paragraphing, punctuation and grammatical features characteristic of the various texts to support meaning. Students spell familiar and unfamiliar words using knowledge of letter–sound correspondence, regular and irregular spelling patterns, spelling rules and a range of other strategies. They use increasing fluency when writing, applying NSW Foundation Style as appropriate, and develop digital publishing skills. Students explain and reflect on how they structure their writing to achieve intended purposes.

Stage 2 English Outcomes

A student:

- EN2-1A: communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts
- EN2-2A: plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language
- EN2-3A: uses effective handwriting and publishes texts using digital technologies
- EN2-4A: uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
- EN2-5A: uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar
words

- **EN2-6B**: identifies the effect of purpose and audience on spoken texts, distinguishes between different forms of English and identifies organisational patterns and features
- **EN2-7B**: identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts
- **EN2-8B**: identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter
- **EN2-9B**: uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts
- **EN2-10C**: thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts
- **EN2-11D**: responds to and composes a range of texts that express viewpoints of the world similar to and different from their own
- **EN2-12E**: recognises and uses an increasing range of strategies to reflect on their own and others' learning.
Stage 2 Mathematics

Stage Statement

By the end of Stage 2, students ask questions and use efficient mental and written strategies with increasing fluency to solve problems. They use technology to investigate mathematical concepts and check their solutions. Students use appropriate terminology to describe and link mathematical ideas, check statements for accuracy and explain their reasoning.

Students count, order, read and record numbers of up to five digits. They use informal and formal mental and written strategies to solve addition and subtraction problems. Students use mental strategies to recall multiplication facts up to $10 \times 10$ and related division facts. They use informal written strategies for multiplication and division of two-digit numbers by one-digit numbers. Students represent, model and compare commonly used fractions, and model, compare and represent decimals of up to two decimal places. Students perform simple calculations with money and solve simple purchasing problems. They record, describe and complete number patterns and determine missing numbers in number sentences. Students recognise the properties of odd and even numbers.

Students estimate, measure, compare, convert and record length, area, volume, capacity and mass using formal units. They read and record time in hours and minutes, convert between units of time, and solve simple problems involving the duration of time. Students name, describe and sketch particular three-dimensional objects and two-dimensional shapes. They combine and split two-dimensional shapes to create other shapes. They compare angles using informal means and classify angles according to their size. Students use a grid-reference system to describe position, and compass points to give and follow directions. They make simple calculations using scales on maps and plans.

Students collect and organise data, and create and interpret tables and picture and column graphs. They list all possible outcomes of everyday events, and describe and compare chance events in social and experimental contexts.

Stage 2 Mathematics Outcomes

A student:

- MA2-1WM: uses appropriate terminology to describe, and symbols to represent, mathematical ideas
- MA2-2WM: selects and uses appropriate mental or written strategies, or technology, to solve problems
- MA2-3WM: checks the accuracy of a statement and explains the reasoning used
- MA2-4NA: applies place value to order, read and represent numbers of up to five digits
- MA2-5NA: uses mental and written strategies for addition and subtraction involving two-, three-, four- and five-digit numbers
- MA2-6NA: uses mental and informal written strategies for multiplication and division
- MA2-7NA: represents, models and compares commonly used fractions and decimals
- MA2-8NA: generalises properties of odd and even numbers, generates number patterns, and completes simple number sentences by calculating missing values
- MA2-9MG: measures, records, compares and estimates lengths, distances and perimeters in metres, centimetres and millimetres, and measures, compares and
records temperatures

- **MA2-10MG**: measures, records, compares and estimates areas using square centimetres and square metres
- **MA2-11MG**: measures, records, compares and estimates volumes and capacities using litres, millilitres and cubic centimetres
- **MA2-12MG**: measures, records, compares and estimates the masses of objects using kilograms and grams
- **MA2-13MG**: reads and records time in one-minute intervals and converts between hours, minutes and seconds
- **MA2-14MG**: makes, compares, sketches and names three-dimensional objects, including prisms, pyramids, cylinders, cones and spheres, and describes their features
- **MA2-15MG**: manipulates, identifies and sketches two-dimensional shapes, including special quadrilaterals, and describes their features
- **MA2-16MG**: identifies, describes, compares and classifies angles
- **MA2-17MG**: uses simple maps and grids to represent position and follow routes, including using compass directions
- **MA2-18SP**: selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs
- **MA2-19SP**: describes and compares chance events in social and experimental contexts.
Stage 2 Science and Technology (new syllabus)

Implementation from 2019

Stage Statement

By the end of Stage 2, students engage in the processes of Working Scientifically, and Design and Production by asking questions, predicting outcomes and undertaking guided investigations with increasing independence. Students make and record observations, using formal units where appropriate, and compare results with predictions. They reflect on whether methods undertaken are fair and identify ways to improve subsequent investigations. Students organise and identify patterns in data and create tables to organise and represent information.

Students develop solutions that address specific criteria. They generate and develop ideas, using research to inform their design ideas, which are represented using sketches, brainstorms and where appropriate, digital technologies. Students select materials appropriate for their purposes, with consideration of sustainability and constraints to produce designed solutions. They are guided to develop specific criteria to critically evaluate designed solutions.

Students compare living things and identify the life cycles which support the survival of plant and animal species. They describe how agricultural processes are used to grow plants and raise animals for food, clothing and shelter. Students identify the physical properties of materials and how heat can alter their state. They investigate the suitability of natural and manufactured materials for specific purposes. They explain how energy is transferred from one place to another, and how forces affect objects and the behaviour of a product or system. Students describe the regular changes caused by interactions between the Earth and the Sun, and the changes to the Earth’s surface that are caused over time by natural processes and human activity. They describe how digital systems transmit data, explore different types of data and how data patterns can be represented and interpreted.

Stage 2 Science and Technology Outcomes

A student:

- ST2-1WS-S: questions, plans and conducts scientific investigations, collects and summarises data and communicates using scientific representations
- ST2-2DP-T: selects and uses materials, tools and equipment to develop solutions for a need or opportunity
- ST2-3DP-T: defines problems, describes and follows algorithms to develop solutions
- ST2-4LW-S: compares features and characteristics of living and non-living things
- ST2-5LW-T: describes how agricultural processes are used to grow plants and raise animals for food, clothing and shelter
- ST2-6MW-S: describes how adding or removing heat causes a change of state
- ST2-7MW-T: investigates the suitability of natural and processed materials for a range of purposes
- ST2-8PW-ST: describes the characteristics and effects of common forms of energy, such as light and heat
- ST2-9PW-ST: describes how contact and non-contact forces affect an object’s motion
- ST2-10ES-S: investigates regular changes caused by interactions between the Earth
and the Sun, and changes to the Earth’s surface

- ST2-11DI-T: describes how digital systems represent and transmit data
Stage 2 History

Stage Statement

By the end of Stage 2, students explain how and why there has been change and continuity in communities and daily life. They identify traces of the past in the present and can explain their significance. They identify celebrations and commemorations of significance in Australia and the world. Students describe and explain how significant individuals, groups and events contributed to changes in the local community over time. They describe people, events, actions and consequences of world exploration. Students identify the importance of Country to Aboriginal and Torres Strait Islander peoples and explain the impact of British settlement in Australia.

Students sequence key events and people in chronological order and identify key dates. They pose a range of questions about the past, identify sources (such as written, physical, visual, oral) and locate information to answer these questions. They recognise different points of view. Students develop and present texts, including narratives, using historical terms.

Stage 2 History Outcomes

A student:

- HT2-1: identifies celebrations and commemorations of significance in Australia and the world
- HT2-2: describes and explains how significant individuals, groups and events contributed to changes in the local community over time
- HT2-3: describes people, events and actions related to world exploration and its effects
- HT2-4: describes and explains effects of British colonisation in Australia
- HT2-5: applies skills of historical inquiry and communication.
Stage 2 Geography

Stage Statement

By the end of Stage 2, students examine the characteristics of places in different locations from the local to the national scale. They describe interconnections between people and the environment. They identify simple patterns in the distribution of the features of places. Students recognise the importance of the environment and examine how different perceptions influence people’s responses to a geographical challenge.

Students develop geographical questions to investigate and collect and record relevant data and information to answer these questions. They represent data by constructing tables and graphs and maps featuring cartographic conventions. They read maps to determine location, direction and distance. Students interpret data and draw conclusions. They present findings using geographical terminology in a range of communication forms. They reflect on their learning and propose individual action in response to a local geographical challenge and identify the expected effects of their proposed action.

Stage 2 Geography Outcomes

A student:

- GE2-1: examines features and characteristics of places and environments
- GE2-2: describes the ways people, places and environments interact
- GE2-3: examines differing perceptions about the management of places and environments
- GE2-4: acquires and communicates geographical information using geographical tools for inquiry.
Stage 2 PDHPE (current syllabus)

Final year of implementation in 2019

Foundation Statement

Fundamental Movement and Physical Activity ■ Healthy Choices ■ Self and Relationships

Students apply movement skills in dance, gymnastics, games and sports, and practise manipulative skills in a range of minor games. They perform movement sequences with consistency and control and demonstrate cooperation, effort and practice in physical activity. Students demonstrate proficiency in the fundamental movement skills of static balance, sprint run, vertical jump, catch, hop, side gallop, skip and overarm throw through practice and application in different games and sports. They participate in physical activity and investigate how it contributes to a healthy and active lifestyle.

Students describe the factors that influence healthy lifestyle decisions and demonstrate an understanding of the decision-making process. They examine how the use of drugs such as tobacco and alcohol can cause harm. They investigate nutritional choices relating to cultural beliefs, special dietary needs and ‘fast food’.

Students demonstrate behaviours to stay safe at home, on and near roads, when travelling to and from school, and near water. They demonstrate the capacity to deal with unsafe situations including abuse, bullying and harassment.

Students recognise individual strengths and limitations and they identify characteristics that make them unique. They explore body changes that occur during life, including puberty.

Students explain how positive relationships are formed and the importance of effective communication of feelings and needs in maintaining relationships. They recognise the rights, values and feelings of others and devise strategies to solve problems, recognise and accept differences and manage conflict.

Stage 2 PDHPE Outcomes

A student:

- COS2.1: uses a variety of ways to communicate with and within groups
- DMS2.2: makes decisions as an individual and as a group member
- INS2.3: makes positive contributions in group activities
- MOS2.4: displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations
- PSS2.5: uses a range of problem-solving strategies
- ALS2.6: discusses the relationship between regular physical activity and health
- DAS2.7: performs familiar movement patterns in a variety of dance situations
- GSS2.8: participates and uses equipment in a variety of games and modified sports
- GDS2.9: describes life changes and associated feelings
- GYS2.10: demonstrates control in performing sequences of introductory gymnastic movements
- IRS2.11: describes how relationships with a range of people enhance wellbeing
- PHS2.12: discusses the factors influencing personal health choices
- SLS2.13: discusses how safe practices promote personal wellbeing.
Stage 2 PDHPE (new syllabus)

Implementation in 2020 – optional implementation in 2019

Stage Statement

By the end of Stage 2, students recognise physical and social changes and personal management strategies. They recognise individual strengths and apply these to a wide range of contexts. Students investigate the skills and qualities that build caring and respectful relationships and ways to improve their health, safety and wellbeing. They identify the rights and feelings of others and devise strategies to support themselves and others. Students explore health messages and describe the influences on healthy and safe choices. They recognise their responsibility to contribute to a healthy, safe and physically active environment. Students perform physical activities designed to enhance fitness and discuss the relationships between physical activity, health and fitness. They propose strategies that increase opportunities to develop and maintain healthy, safe and active lifestyles.

Students apply and refine movement skills and movement concepts in a range of physical activity contexts. They create and perform sequences using movement skills and concepts with consistency and control. Students demonstrate cooperation and collaboration in movement and physical activity. They select and demonstrate strategies that help them to solve movement challenges.

Stage 2 PDHPE Outcomes

A student:

- PD2-1: explores strategies to manage physical, social and emotional change
- PD2-2: explains and uses strategies to develop resilience and to make them feel comfortable and safe
- PD2-3: explains how empathy, inclusion and respect can positively influence relationships
- PD2-4: performs and refines movement skills in a variety of sequences and situations
- PD2-5: applies strategies to solve movement challenges
- PD2-6: describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity
- PD2-7: describes strategies to make home and school healthy, safe and physically active spaces
- PD2-8: investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing
- PD2-9: demonstrates self-management skills to respond to their own and others’ actions
- PD2-10: demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations
- PD2-11: combines movement skills and concepts to effectively create and perform movement sequences
Stage 2 Creative Arts

Foundation Statement

Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks that represent a variety of subject matter and make choices about the forms and techniques used to best represent the qualities of the subject matter. They discuss reasons why artists make particular artworks and why different interpretations are possible, recognising similarities and differences in how subject matter is represented.

Students sing, play and move to music, demonstrating a basic understanding of musical concepts. They organise musical ideas into simple compositions and use understood symbols to represent these.

Students listen to a range of music, identifying key features and they make some informed judgements about musical preference.

Students use movement and voice to build the action and roles of a drama in a variety of situations. They devise and sequence drama to create meaning. Students experience and interpret a range of drama forms and elements by making, performing and appreciating drama.

Students perform dances demonstrating a range of performance qualities and increasingly complex movement skills. They explore the elements of dance in their own works and how these can be selected and combined to convey meaning. Students discuss the meaning and purpose of dance works and the roles of the creator and performer.

Stage 2 Creative Arts Outcomes

Visual Arts – A student:

- VAS2.1: represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter
- VAS2.2: uses the forms to suggest the qualities of subject matter
- VAS2.3: acknowledges that artists make artworks for different reasons and that various interpretations are possible
- VAS2.4: identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

Music – A student:

- MUS2.1: sings plays and moves to a range of music, demonstrating a basic knowledge of musical concepts
- MUS2.2: improvises musical phrases, organises sounds and explains reasons for choices
- MUS2.3: uses commonly understood symbols to represent own work
- MUS2.4: identifies the use of musical concepts and musical symbols in a range of repertoire.

Drama – A student:

- DRAS2.1: takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations
- DRAS2.2: builds the action of the drama by using the elements of drama, movement
and voice skills

- DRAS2.3: sequences the action of the drama to create meaning for an audience
- DRAS2.4: responds to, and interprets drama experiences and performances.

**Dance – A student:**

- DAS2.1: performs dances from a range of contexts, demonstrating movement skills, expressive qualities and an understanding of the elements of dance
- DAS2.2: explores, selects and combines movement using the elements of dance to communicate ideas, feelings or moods
- DAS2.3: gives personal opinions about the use of elements and meaning in their own and others’ dances
- DAS2.7: performs familiar movement patterns in a variety of dance situations.

*B’Beautiful’ within this outcome does not simply mean ‘pretty’ but rather something that excites and arouses awe, wonder, fascination and delight.*
Stage 3 – Statements and Outcomes

Stage 3 English

Stage Statement

By the end of Stage 3 students communicate effectively, using considered language to entertain, inform and persuade audiences for an increasing range of purposes. They work productively and independently in pairs or groups to deliver effective presentations using various skills and strategies. Students collaborate with others to share and evaluate ideas and opinions and to develop different points of view. They express well-developed and well organised ideas about literary texts and respond constructively to different opinions. They demonstrate active listening behaviours in order to gather specific information and ideas, recognising and exploring how spoken and written language differ and how spoken language varies according to context. Students evaluate characteristic language features and organisational patterns of challenging spoken texts.

Students independently read and view an extensive range of complex texts and visual images using a comprehensive range of skills and strategies. They respond to themes and issues within texts, recognise point of view and justify interpretations by referring to their own knowledge, values and experiences. They identify, critically analyse and respond to techniques, literary devices and language features used by writers to influence readers. Students compare and accurately summarise information on a particular topic from different texts and make well supported generalisations about the topic. Students identify text structure of a range of complex texts and explore how grammatical features work to influence an audience’s understanding of written, visual, media and multimodal texts.

Students create well-structured and well-presented written and multimodal imaginative, informative and persuasive texts for a wide range of purposes and audiences. They deal with complex topics, issues and language features. Students select information and ideas from personal, literary and researched resources, and adapt imaginative ideas and situations from literature. They make considered choices in written texts from an expanding vocabulary and from growing knowledge of grammatical patterns, complex sentence structures, cohesive links and literary devices. Students write well-structured sentences and paragraphs on particular aspects of the topic, clarifying and explaining how choices of language and literary features were designed to influence the meaning communicated in their texts. They spell most common words accurately and use a variety of strategies to spell less common words. They develop a fluent writing style and employ digital technology to present written texts effectively in a variety of ways for different purposes and audiences. Students evaluate the effectiveness of their writing by drafting, proofreading, editing, reviewing and publishing, focusing on grammatical features and the conventions of writing.

Stage 3 English Outcomes

A student:

- EN3-1A: communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- EN3-2A: composes, edits and presents well-structured and coherent texts
- EN3-3A: uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies
- EN3-4A: draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts
- EN3-5B: discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts
- EN3-6B: uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies
- EN3-7C: thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts
- EN3-8D: identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts
- EN3-9E: recognises, reflects on and assesses their strengths as a learner.
Stage 3 Mathematics

Stage Statement

By the end of Stage 3, students ask questions and undertake investigations, selecting appropriate technological applications and problem-solving strategies to demonstrate fluency in mathematical techniques. They use mathematical terminology and some conventions, and they give valid reasons when comparing and selecting from possible solutions, making connections with existing knowledge and understanding.

Students select and apply appropriate mental, written or calculator strategies for the four operations and check the reasonableness of answers using estimation. They solve word problems and apply the order of operations to number sentences where required. Students identify factors and multiples and recognise the properties of prime, composite, square and triangular numbers. They connect fractions, decimals and percentages as different representations of the same value. Students compare, order and perform calculations with simple fractions, decimals and percentages and apply the four operations to money in real-life situations. Students record, describe and continue geometric and number patterns, and they find missing numbers in number sentences. They locate an ordered pair in any one of the four quadrants on the Cartesian plane.

Students select and use the appropriate unit to estimate, measure and calculate length, area, volume, capacity and mass. They make connections between capacity and volume, and solve problems involving length and area. Students use 24-hour time in real-life situations, construct and interpret timelines and use timetables. They convert between units of length, units of capacity and units of mass. They construct and classify three-dimensional objects and two-dimensional shapes, and compare and describe their features, including line and rotational symmetries. Students measure and construct angles, and find unknown angles in diagrams using known angle results. They use a grid-reference system to locate landmarks and describe routes using landmarks and directional language.

Students use appropriate data collection methods to interpret and analyse sets of data and construct a range of data displays. They assign probabilities as fractions, decimals or percentages in simple chance experiments.

Stage 3 Mathematics Outcomes

A student:

- MA3-1WM: describes and represents mathematical situations in a variety of ways using mathematical terminology and some conventions
- MA3-2WM: selects and applies appropriate problem-solving strategies, including the use of digital technologies, in undertaking investigations
- MA3-3WM: gives a valid reason for supporting one possible solution over another
- MA3-4NA: orders, reads and represents integers of any size and describes properties of whole numbers
- MA3-5NA: selects and applies appropriate strategies for addition and subtraction with counting numbers of any size
- MA3-6NA: selects and applies appropriate strategies for multiplication and division, and applies the order of operations to calculations involving more than one operation
- MA3-7NA: compares, orders and calculates with fractions, decimals and percentages
- MA3-8NA: analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane
- MA3-9MG: selects and uses the appropriate unit and device to measure lengths and distances, calculates perimeters, and converts between units of length
- MA3-10MG: selects and uses the appropriate unit to calculate areas, including areas of squares, rectangles and triangles
- MA3-11MG: selects and uses the appropriate unit to estimate, measure and calculate volumes and capacities, and converts between units of capacity
- MA3-12MG: selects and uses the appropriate unit and device to measure the masses of objects, and converts between units of mass
- MA3-13MG: uses 24-hour time and am and pm notation in real-life situations, and constructs timelines
- MA3-14MG: identifies three dimensional objects, including prisms and pyramids, on the basis of their properties, and visualises, sketches and constructs them given drawings of different views
- MA3-15MG: manipulates, classifies and draws two-dimensional shapes, including equilateral, isosceles and scalene triangles, and describes their properties
- MA3-16MG: measures and constructs angles, and applies angle relationships to find unknown angles
- MA3-17MG: locates and describes position on maps using a grid-reference system
- MA3-18SP: uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables
- MA3-19SP: conducts chance experiments and assigns probabilities as values between 0 and 1 to describe their outcomes.
Stage 3 Science and Technology (new syllabus)

Implementation from 2019

Stage Statement

By the end of Stage 3, students have developed an appreciation of the role of Science and Technology in local, national and global issues relevant to their lives and a sustainable future. Students engage in the skills of Working Scientifically, and Design and Production independently and collaboratively. They pose questions for investigation, predict likely outcomes, and demonstrate accuracy and honesty when collecting, recording and analysing data and information. Students plan and conduct fair tests, isolate variables and select appropriate measurement methods. They construct tables and graphs to organise data and are able to identify patterns, using evidence to compare with predictions, draw conclusions and develop explanations. Students develop criteria to evaluate success based on their intended outcome. They examine needs and opportunities for design projects, using research and existing solutions to inform their ideas. Students are able to reflect on their processes to identify risks and improve their design ideas, methods and findings. They communicate their ideas in tables, graphs, diagrams and multimodal texts, using digital technologies where applicable.

Students examine how environmental conditions affect the growth, adaptations, structural features and survival of living things. They explain how food and fibre are produced sustainably in managed environments for health and nutrition. Students examine the properties of materials and observe how changes of state occur and new substances are formed. Students explain how energy is transformed, describe the difference between contact and non-contact forces, and investigate how electrical energy can control movement. They compare the regular events in the solar system with the irregular events that cause rapid changes to the Earth’s surface. Students collect, store and interpret different types of data and explain how digital systems connect to form networks that transmit data. They define problems, and design, modify and follow simple algorithms that involve branching, iteration and user input.

Stage 3 Science and Technology Outcomes

A student:

- ST3-1WS-S: plans and conducts scientific investigations to answer testable questions, and collects and summarises data to communicate conclusions
- ST3-2DP-T: plans and uses materials, tools and equipment to develop solutions for a need or opportunity
- ST3-3DP-T: defines problems, and designs, modifies and follows algorithms to develop solutions
- ST3-4LW-S: examines how the environment affects the growth, survival and adaptation of living things
- ST3-5LW-T: explains how food and fibre are produced sustainably in managed environments for health and nutrition
- ST3-6MW-S: explains the effect of heat on the properties and behaviour of materials
- ST3-7MW-T: explains how the properties of materials determines their use for a range of purposes
- ST3-8PW-ST: explains how energy is transformed from one form to another
- ST3-9PW-ST: investigates the effects of increasing or decreasing the strength of a specific contact or non-contact force
- ST3-10ES-S: explains regular events in the solar system and geological events on the Earth’s surface
- ST3-11DI-T: explains how digital systems represent data, connect together to form networks and transmit data
Stage 3 History

Stage Statement

By the end of Stage 3, students describe and explain the significance of people, groups, places and events to the development of the Australian colonies and then Australia as a nation. They describe and explain different experiences of people living in the Australian colonies and then in Australia as a nation. Students identify change and continuity and describe the causes and effects of change in Australian society. Students explore the factors that led to Federation and trace experiences of democracy and citizenship over time, including the struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples. Students engage with global connections through stories of various migrant groups and their contribution to Australia’s economic and social development.

Students sequence events and people in chronological order, and represent time by creating timelines. When researching, students develop questions to frame an historical inquiry. They locate, identify and use a range of sources to record relevant historical information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop texts, particularly narratives and descriptions. In developing these texts, and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Stage 3 History Outcomes

A student:

- HT3-1: describes and explains the significance of people, groups, places and events to the development of Australia
- HT3-2: describes and explains different experiences of people living in Australia over time
- HT3-3: identifies change and continuity and describes the causes and effects of change on Australian society
- HT3-4: describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples
- HT3-5: applies a variety of skills of historical inquiry and communication.
Stage 3 Geography

Stage Statement

By the end of Stage 3, students describe the diverse characteristics of places in different locations across local and global scales. They explain interactions between people, places and environments and identify factors influencing interconnections. Students compare spatial distributions and patterns among phenomena. They explore how people respond to a geographical challenge and investigate reasons for differing perspectives.

Students develop geographical questions to frame an inquiry. They use a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. They represent data in different forms. Students interpret data and other information to identify and compare spatial distributions, patterns and trends, infer relationships and draw conclusions. They present findings and ideas using geographical terminology in a range of communication forms. They propose solutions, and may take action, in response to a geographical challenge and describe the expected effects of their proposal.

Stage 3 Geography Outcomes

A student:

- GE3-1: Describes the diverse features and characteristics of places and environments
- GE3-2: Explains interactions and connections between people, places and environments
- GE3-3: Compares and contrasts influences on the managements of places and environments
- GE3-4: Acquires, processes and communicates geographical information using geographical tools for inquiry.
Stage 3 PDHPE (current syllabus)

Final year of implementation in 2019

Foundation Statement

**Fundamental Movement and Physical Activity ▪ Healthy Choices ▪ Self and Relationships**

Students apply, adapt and vary movement skills in dance, gymnastics, games and sports. They understand the elements of movement and compose and perform movement sequences with control and coordination in various contexts. Students demonstrate teamwork, tactics and strategies when participating in team games. They demonstrate proficiency in the fundamental movement skills of leap, kick, two-handed strike and dodge and apply them in a range of challenging physical activity contexts. Students participate in a range of moderate to vigorous physical activities and apply movement skills with increased confidence and precision. They investigate the effects of physical activity on health and monitor and evaluate physical activity levels.

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty.

They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

Stage 3 PDHPE Outcomes

A student:

- COS3.1: Communicates confidently in a variety of situations
- DMS3.2: Makes informed decisions and accepts responsibility for consequences
- INS3.3: Acts in ways that enhance the contributions of self and others in a range of cooperative situations
- MOS3.4: Refines and applies movement skills creatively to a variety of challenging situations
- PSS3.5: Suggests, considers and selects appropriate alternatives when resolving problems
- ALS3.6: Shows how to maintain and improve the quality of an active lifestyle
- DAS3.7: Performs a range of dance styles and sequences confidently
- GSS3.8: Applies movement skills in games and sports that require communication,
cooperation, decision making and observations of rules

- GDS3.9: Explains and demonstrates strategies for dealing with life changes
- GYS3.10: Demonstrates coordinated actions of the body when performing gymnastic sequences
- IRS3.11: Describes roles and responsibilities in developing and maintaining positive relationships
- PHS3.12: Explains the consequences of personal lifestyle choices
- SLS3.13: Describes safe practices that are appropriate to a range of situations and environments.
Stage 3 PDHPE (new syllabus) –

Implementation in 2020 – optional implementation in 2019

Stage Statement

By the end of Stage 3, students investigate developmental changes and transitions. They examine the influence of people and places on identity and practise skills to establish and manage relationships. Students identify controllable and uncontrollable factors and recognise the influence of contextual factors on health, safety, wellbeing and participation in physical activity. They plan and practise responses, skills and strategies that protect and promote healthy, safe and active lives. Students examine the connections they have to their community and implement actions to increase physical activity levels. They access and interpret health information and apply skills to seek help to enhance their own and others’ health, safety and wellbeing.

Students participate in a wide variety of moderate to vigorous physical activities to apply, refine and adapt movement skills with increased confidence and consistency. They perform specialised movement skills and sequences in a variety of contexts. Students select, manipulate and modify movement concepts and strategies to achieve movement outcomes and solve movement challenges. They demonstrate fair play and skills to work collaboratively. Students apply and adapt strategies and tactics when participating in individual and team activities.

Stage 3 PDHPE Outcomes

A student:

- PD3-1: identifies and applies strengths and strategies to manage life changes and transitions
- PD3-2: investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others
- PD3-3: evaluates the impact of empathy, inclusion and respect on themselves and others
- PD3-4: adapts movement skills in a variety of physical activity contexts
- PD3-5: proposes, applies and assesses solutions to movement challenges
- PD3-6: distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable
- PD3-7: proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces
- PD3-8: creates and participates in physical activities to promote healthy and active lifestyles
- PD3-9: applies and adapts self-management skills to respond to personal and group situations
- PD3-10: selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections
- PD3-11: selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences
Stage 3 Creative Arts

Foundation Statement
Visual Arts ■ Music ■ Drama ■ Dance

Students make artworks for a variety of audiences using different forms and techniques to convey meaning and represent the likeness of things in the world. They discuss artworks in terms of how subject matter is used and represented, artists’ intention and audience interpretation and make reasoned judgements about these artworks.

Students sing, play and move to a range of music, both as individuals and in group situations, demonstrating an understanding of musical concepts. They organise musical ideas into compositions, using notation systems to record these ideas. Students listen to a range of familiar and unfamiliar music with a sense of understanding, appreciation and discrimination.

Students use movement, voice and the elements of drama to sustain dramatic roles in a range of contexts. They devise and perform a range of drama forms for audiences. Students interpret a range of drama experiences by making, performing and appreciating drama.

Students perform dances from a range of contexts demonstrating movement and expressive qualities appropriate to the dance. They explore, refine and organise movement to convey meaning to an audience. They recognise and discuss how dance has various artistic and cultural contexts.

Stage 3 Creative Arts Outcomes

Visual Arts – A student:
- VAS3.1: Investigates subject matter in an attempt to represent likenesses of things in the world
- VAS3.2: Makes artworks for different audiences assembling materials in a variety of ways
- VAS3.3: Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks
- VAS3.4: Communicates about the ways in which subject matter is represented in artworks.

Music – A student:
- MUS3.1: Sings plays and moves to a range of music, individually and in groups, demonstrating a knowledge of musical concepts
- MUS3.2: Improvises, experiments, selects, combines and orders sound using musical concepts
- MUS3.3: Notates and discusses own work and the work of others
- MUS3.4: Identifies the use of musical concepts and symbols in a range of musical styles.

Drama – A student:
- DRAS3.1: Develops a range of in-depth and sustained roles
- DRAS3.2: Interprets and conveys dramatic meaning by using the elements of drama and a range of movement and voice skills in a variety of drama forms
- DRAS3.3 Devises, acts and rehearses drama for performance to an audience
- DRAS3.4 Responds critically to a range of drama works and performance styles.

**Dance – A student:**
- DAS3.1: Performs and interprets dances from particular contexts, using a wide range of movement skills and appropriate expressive qualities
- DAS3.2: Explores, selects, organises and refines movement using the elements of dance to communicate intent
- DAS3.3: Discusses and interprets the relationship between content, meaning and context in their own and others’ dances
- DAS3.7: Performs a range of dance styles and sequences confidently.
Stage 4 – Stage Statements and Outcomes

Stage 4 English

Stage Statement

By the end of Stage 4 students respond to a variety of texts critically, imaginatively and interpretively and compose accurate, clear and coherent texts. They use English in personal, social and learning contexts with increasing control and understanding of the form and features of language and structures of texts, and with increasing awareness of purpose, audience and context. Students make connections between texts, they recognise the main ideas and points of view, and the ways in which texts seek to position responders. They make decisions about whether content and language are appropriate to purpose, audience and context.

In speaking, writing and representing, students shape meaning through the thoughtful selection and ordering of appropriate content and by drawing on a widening repertoire of language choices. They can express a personal point of view, give words and images to their imaginings and compose logical argument. They experiment with form and language in different modes and technologies to produce various types of texts for specific purposes. As appropriate, they plan, draft and edit to produce polished texts.

Students apply their knowledge of textual features and conventions to their texts. They constructively analyse and evaluate their own and others’ compositions and they articulate their response to texts and to the process and experience of composing. Students reflect on their learning, becoming aware of how they learn and identifying what they have learned, effective ways to learn and what they need to learn next.

Students who have achieved Stage 4 respond to literary and other texts for enjoyment and to expand their perspectives on their own lives. They engage with images of their real and imagined worlds and explore the relationship between them. They explore texts critically, evaluating content, differentiating between fact and opinion, challenging points of view and identifying, considering and appreciating cultural expressions. They respond to imagery and symbolism in verbal and visual forms. They engage with print, film and digital texts with an informed awareness of the language forms and features and structures of those texts. Students develop personal preferences in what they hear, read and view, and are able to articulate their preference in personal and critical responses.

Stage 4 English Outcomes

A student:

- EN4-1A: responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN4-2A: effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies
- EN4-3B: uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
- EN4-4B: makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
EN4-5C: thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts
EN4-6C: identifies and explains connections between and among texts
EN4-7D: demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it
EN4-8D: identifies, considers and appreciates cultural expression in texts
EN4-9E: uses, reflects on and assesses their individual and collaborative skills for learning.
Stage 4 Mathematics

Stage Statement

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students develop a range of mental strategies to enhance their computational skills. They operate competently with integers, fractions, decimals and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss. Students are familiar with the concepts of ratios and rates, and apply these when solving problems. They investigate divisibility tests, use index notation for numbers with positive integral indices, and explore prime factorisation, squares and cubes, and related square and cube roots, and the concept of irrational numbers.

Extending and generalising number patterns leads students into an understanding of the use of pronumerals and the language of algebra. They simplify algebraic expressions, substitute into algebraic expressions and formulas, and expand and factorise algebraic expressions. Students solve simple linear and quadratic equations. They develop tables of values from linear relationships and illustrate these relationships on the Cartesian plane, with and without the use of digital technologies.

Students calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They calculate the volumes and capacities of right prisms and cylinders, and solve related problems. They convert between units of area and units of volume, and connect units of volume and capacity. Pythagoras’ theorem is used to calculate side lengths in right-angled triangles and solve problems in two dimensions. Students calculate time duration and apply their understanding of Australian and world time zones to solve problems.

Knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, perpendicular lines and congruent figures enables students to apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures.

Students construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables and histograms. In analysing data, they consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range. Students represent events using Venn diagrams and two-way tables, and calculate the probability of simple and complementary events in single-step chance experiments.
Stage 4 Mathematics Outcomes

WM = working mathematically
NA = number and algebra
MG = measurement and geometry
SP = statistics and probability

A student:

- MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols
- MA4-2WM: applies appropriate mathematical techniques to solve problems
- MA4-3WM: recognises and explains mathematical relationships using reasoning
- MA4-4NA: compares, orders and calculates with integers, applying a range of strategies to aid computation
- MA4-5NA: operates with fractions, decimals and percentages
- MA4-6NA: solves financial problems involving purchasing goods
- MA4-7NA: operates with ratios and rates, and explores their graphical representation
- MA4-8NA: generalises number properties to operate with algebraic expressions
- MA4-9NA: operates with positive-integer and zero indices of numerical bases
- MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations
- MA4-11NA: creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
- MA4-12MG: calculates the perimeters of plane shapes and the circumferences of circles
- MA4-13MG: uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area
- MA4-14MG: uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
- MA4-15MG: performs calculations of time that involve mixed units, and interprets time zones
- MA4-16MG: applies Pythagoras' theorem to calculate side lengths in right angled triangles, and solves related problems
- MA4-17MG: classifies, describes and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles
- MA4-18MG: identifies and uses angle relationships, including those related to transversals on sets of parallel lines
- MA4-19SP: collects, represents and interprets single sets of data, using appropriate statistical displays
- MA4-20SP: analyses single sets of data using measures of location, and range
- MA4-21SP: represents probabilities of simple and compound events.
Stage 4 Science

Stage Statement

By the end of Stage 4 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically. They identify questions and problems that they can test or research scientifically. They select and use appropriate strategies, understanding and skills to generate creative plausible solutions to identified problems. Individually and collaboratively they plan and conduct a range of types of first-hand investigations, including fieldwork and controlled experimental methods, ensuring that fairness, safety and ethical guidelines are followed.

Students process and analyse data and information from first-hand investigations and secondary sources to identify trends, patterns and relationships, drawing relevant, evidence-based conclusions. They reflect on how the methods, strategies used and the quality of data obtained could be improved. Their ideas, methods and findings are communicated to a given audience using appropriate scientific language, representations and text types, with information sources acknowledged using a recognised method.

By engaging in scientific inquiry, students develop their knowledge of and about science ideas and concepts, as well as the nature, development and importance of scientific evidence. They explain how scientific knowledge changes as new discoveries and technological developments are made available, appreciating that new evidence leads to an improved understanding of the world.

Students describe the action of unbalanced forces on the motion of objects in everyday situations, including the Earth's gravity. They discuss how developments in scientific knowledge and technology have contributed to finding solutions to problems involving the use of energy transfers and transformations in simple systems and how the solutions may impact on other areas of society.

Students relate the structure and function of living things to their classification, survival and reproduction. They predict the effects of environmental changes on ecosystems and how scientific understanding influences the development of some management practices. They explain the contribution and influence of scientific knowledge and technological advances in finding solutions to contemporary issues and that these solutions may involve ethical considerations.

Students describe the dynamic nature of models, theories and laws in developing scientific understanding of the Earth, solar system and observed properties and behaviour of matter. They describe processes occurring in and on the Earth and the time scales involved, as well as situations where understanding and skills from across the disciplines of Science are used in exploration for resources and obtaining and processing of materials. They explain how advances in scientific understanding influence the choices people make about resource use and management practices in shaping sustainable futures.

Students relate the physical and chemical properties of matter to how materials are processed and used by society in everyday life. They describe situations where scientific knowledge and collaboration between scientists generates solutions to obtaining and making new substances from the Earth's spheres.
Stage 4 Science Outcomes

VA = values and attitudes
WS = working scientifically
PW = physical world
ES = earth and space
LW = living world
CW = chemical world

A student:

- SC4-1VA: appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC4-2VA: shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC4-3VA: demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC4-4WS: identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
- SC4-5WS: collaboratively and individually produces a plan to investigate questions and problems
- SC4-6WS: follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
- SC4-7WS: processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
- SC4-8WS: selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
- SC4-9WS: presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
- SC4-10PW: describes the action of unbalanced forces in everyday situations
- SC4-11PW: discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
- SC4-12ES: describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC4-13ES: explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
- SC4-14LW: relates the structure and function of living things to their classification, survival and reproduction
- SC4-15LW: explains how new biological evidence changes people’s understanding of the world
- SC4-16CW: describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
- SC4-17CW: explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life.
Stage 4 History

Stage Statement

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.

Stage 4 History Outcomes

A student:

- HT4-1: describes the nature of history and archaeology and explains their contribution to an understanding of the past
- HT4-2: describes major periods of historical time and sequences events, people and societies from the past
- HT4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies
- HT4-4: describes and explains the causes and effects of events and developments of past societies over time
- HT4-5: identifies the meaning, purpose and context of historical sources
- HT4-6: uses evidence from sources to support historical narratives and explanations
- HT4-7: identifies and describes different contexts, perspectives and interpretations of the past
- HT4-8: locates, selects and organises information from sources to develop an historical inquiry
- HT4-9: uses a range of 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.
Stage 4 Geography

Stage Statement

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 and workplace skills.

Stage 4 Geography Outcomes

A student:

- GE4-1: locates and describes the diverse features and characteristics of a range of places and environments
- GE4-2: describes processes and influences that form and transform places and environments
- GE4-3: explains how interactions and connections between people, places and environments result in change
- GE4-4: examines perspectives of people and organisations on a range of geographical issues
- GE4-5: discusses management of places and environments for their sustainability
- GE4-6: explains differences in human wellbeing
- GE4-7: acquires and processes geographical information by selecting and using geographical tools for inquiry
- GE4-8: communicates geographical information using a variety of strategies.
Stage 4 PDHPE (current syllabus) – to be taught to Year 8 only in 2019

Stage Statement

Stage 4 students have developed an understanding of the influences on their sense of self as they make the transition to adolescence. They identify challenges and opportunities they may experience at this stage of their lives. They enhance their capacity to manage these challenges as they identify and select strategies that promote connectedness, develop interpersonal communication skills and establish support networks of both adults and peers.

Students have an enhanced capacity to manage personal safety and wellbeing. They understand the characteristics and qualities of caring and respectful relationships. They have understanding and skills related to the child protection themes recognising abuse, power in relationships and protective strategies. They identify unsafe or abusive situations and respond by applying safety strategies.

Students analyse the health issues most affecting young people. They select strategies to effectively communicate their knowledge, values and needs in meaningful contexts, including mental health, healthy food habits, drug use, sexual health, road safety and physical activity.

Students predict the consequences of risk behaviours associated with relevant adolescent health and safety issues. They describe and practise harm minimisation strategies including conflict resolution, negotiation and refusal skills. Students develop skills in critical literacy as they acquire, process, question, challenge and evaluate a range of health information, services and products and describe how they can be applied to meet the health needs of young people.

Students demonstrate an awareness and understanding of how and why people move. They display and refine movement skills in increasingly complex environments. They apply and transfer their movement skills in and across a range of movement contexts including aquatics, athletics, dance, games and gymnastics. Students plan and perform movement sequences using the elements of composition. They display an understanding of rules and conventions, strategies and tactics, and safety principles.

Students describe the importance of lifestyle balance and the value of leisure and physical activity. They identify and participate in a range of competitive, non-competitive, individual, group, fitness, initiative and contemporary physical activity options.

Students appreciate that regular physical activity and health-related and skill-related fitness contribute to a healthy lifestyle and to enjoyable and successful movement performance. They explain the factors that influence participation and identify lifelong physical activities that have the potential to meet their present and future needs.

Stage 4 PDHPE Outcomes – old syllabus

A student:

- 4.1: describes and analyses the influences on a sense of self
- 4.2: identifies and selects strategies that enhance their ability to cope and feel supported
- 4.3: describes the qualities of positive relationships and strategies to address the
• 4.4: demonstrates and refines movement skills in a range of contexts and environments
• 4.5: combines the features and elements of movement composition to perform in a range of contexts and environments
• 4.6: describes the nature of health and analyses how health issues may impact on young people
• 4.7: identifies the consequences of risk behaviours and describes strategies to minimise harm
• 4.8: describes how to access and assess health information, products and services
• 4.9: describes the benefits of a balanced lifestyle and participation in physical activity
• 4.10: explains how personal strengths and abilities contribute to enjoyable and successful participation in physical activity
• 4.11: selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations
• 4.12: assesses risk and social influences and reflects on personal experience to make informed decisions
• 4.13: demonstrates cooperation and support of others in social, recreational and other group contexts
• 4.14: engages successfully in a wide range of movement situations that displays an understanding of how and why people move
• 4.15: devises, applies and monitors plans to achieve short-term and long-term goals
• 4.16: clarifies the source and nature of problems and draws on personal skills and support networks to resolve them.
Stage 4 PDHPE (new syllabus) – to be taught to Year 7 from 2019 and Year 8 from 2020

Stage Statement

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.

Stage 4 PDHPE Outcomes

A student:

- PD4-1: examines and evaluates strategies to manage current and future challenges
- PD4-2: examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- PD4-3: investigates effective strategies to promote inclusivity, equality and respectful relationships
- PD4-4: refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5: transfers and adapts solutions to complex movement challenges
- PD4-6: recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- PD4-7: investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- PD4-8: plans for and participates in activities that encourage health and a lifetime of physical activity
- PD4-9: demonstrates self-management skills to effectively manage complex situations
- PD4-10: applies and refines interpersonal skills to assist themselves and others to
interact respectfully and promote inclusion in a variety of groups or contexts

- PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences
Stage 4 Technology – Technology Mandatory* Years 7-8 (current syllabus) – to be taught to Year 8 only in 2019

*The study of Technology Mandatory Years 7-8 is mandatory for school students but is not mandatory for home schooled students.

Stage Statement

Students at Stage 4 are able to independently initiate design projects and investigations that reflect an understanding of needs and opportunities. They demonstrate the ability to research and extract information from a variety of sources and a willingness to use experiments and tests to enhance the development of a design project. They describe factors that influence design.

Students select and use a broad range of media and method and appropriate language and structures to accurately communicate design ideas to a diverse audience. This may include recounting the process of designing, producing and evaluating used when developing design projects. Students are aware of the skills and processes involved in designing and are able to generate and communicate design ideas and solutions. They develop knowledge and understanding of a range of design processes, roles of designers and associated work opportunities. They can identify what makes good design and are able to creatively develop quality design projects.

Students responsibly, safely, confidently and accurately apply a range of contemporary and appropriate tools, materials and techniques and understand the implications and applications of these in the wider community. Students demonstrate competence when using a range of ICTs and have the ability to select and use them appropriately in developing design projects.

Students recognise the importance of safety, quality and management in the design and production of design projects. They learn to manage their own time by sequencing processes of designing, producing and evaluating to plan ahead. They work collaboratively and learn to work safely with others in technological environments.

Throughout the design process students reflect on and evaluate their design projects. They consider the impact of innovation and emerging technology on society and the environment and identify and explain ethical, social, sustainability and environmental considerations related to design projects.

Stage 4 Technology (Mandatory) Outcomes

A student:

- 4.1.1 applies design processes that respond to needs and opportunities in each design project
- 4.1.2 describes factors influencing design in the areas of study of Built Environments, Products, and Information and Communications
- 4.1.3 identifies the roles of designers and their contribution to the improvement of the quality of life
- 4.2.1 generates and communicates creative design ideas and solutions
- 4.2.2 selects, analyses, presents and applies research and experimentation from a variety of sources
- 4.3.1 applies a broad range of contemporary and appropriate tools, materials and techniques with competence in the development of design projects
- 4.3.2 demonstrates responsible and safe use of a range of tools, materials and techniques in each design project
- 4.4.1 explains the impact of innovation and emerging technologies on society and the environment
- 4.5.1 applies management processes to successfully complete design projects
- 4.5.2 produces quality solutions that respond to identified needs and opportunities in each design project
- 4.6.1 applies appropriate evaluation techniques throughout each design project
- 4.6.2 identifies and explains ethical, social, environmental and sustainability considerations related to design projects
Stage 4 Technology – Technology Mandatory* Years 7 – 8 (new syllabus) – to be taught to Year 7 from 2019 and Year 8 from 2020

*The study of Technology Mandatory Years 7- 8 is mandatory for school students but is not mandatory for home schooled students.

Stage Statement

By the end of Stage 4, students explore problems and opportunities considering functional, economic, environmental, social, technical and/or usability constraints. They investigate, select, justify and safely use a range of tools, materials, components, equipment and processes to develop, test and communicate design ideas using appropriate technical terms and technologies. Students plan, manage and evaluate the production of design solutions. They develop thinking skills to communicate the development of digital and non-digital solutions.

Students investigate how managed systems are used to sustainably produce food and fibre. They explain food selection and preparation, food safety, and make informed and healthy food choices. Students collect and interpret data from a range of sources to assist in making informed judgements. They explain how data is represented in digital systems, and transmitted and secured in networks.

Students explain how force, motion and energy can be used in systems, machines and structures. They investigate characteristics and properties of a range of materials, develop skills and techniques in the use of a broad range of tools and safely apply them in the production of projects.

Students are responsible users of technology, capable of designing and producing solutions to identified needs or opportunities. They develop an appreciation of the contribution of technologies on their lives now and the impact of innovations for creating preferred futures. They develop an appreciation of the dynamic nature of design and production processes and how thinking skills are used to develop solutions to personal, social and global issues.

Stage 4 Technology (Mandatory) Outcomes

A student:

- TE4-1DP: designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP: plans and manages the production of designed solutions
- TE4-3DP: selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-4DP: designs algorithms for digital solutions and implements them in a general-purpose programming language
- TE4-5AG: investigates how food and fibre are produced in managed environments
- TE4-6FO: explains how the characteristics and properties of food determine preparation techniques for healthy eating
- TE4-7DI: explains how data is represented in digital systems and transmitted in networks
- TE4-8EN: explains how force, motion and energy are used in engineered systems
- TE4-9MA: investigates how the characteristics and properties of tools, materials and
processes affect their use in designed solutions

- **TE4-10TS**: explains how people in technology related professions contribute to society now and into the future
Stage 4 Creative Arts – Music

Stage Statement

Students who have achieved Stage 4 in Music have an understanding of a variety of musical styles, periods and genres. They participate in musical activities individually and in groups and have an understanding of the role that music plays in people's lives.

Students engage in a range of musical experiences, developing an understanding of the concepts of music as the basis of musical knowledge. They are able to recognise how musical concepts are used, manipulated and recorded in a variety of ways through experiences in performing, composing and listening and the exploration of musical notation.

Students perform a broad range of repertoire in classroom settings. This repertoire reflects their developing understanding and appreciation of music of different styles, periods and genres. They are capable of performing music in group situations and have experiences of performing individually their own works and the works of others.

Students experiment, improvise and organise their musical ideas into musical works. They experiment further with the concepts of music and become increasingly able to manipulate these concepts through aspects such as note and rest values, rhythms, textures, structures, pitches, harmonies, dynamics, expressive techniques and tone colours. Students learn to make musically discriminating choices to form compositions. They notate their work using a variety of notational schemes, both traditional and non-traditional.

Students listen and aurally observe with increased discrimination and understanding. They are aware of how composers have used and manipulated the concepts of music within their works. Students begin to aurally analyse and interpret music from a range of styles, periods and genres and make informed decisions and choices regarding these.

Stage 4 Music Outcomes

- 4.1: performs in a range of musical styles demonstrating an understanding of musical concepts
- 4.2: performs music using different forms of notation and different types of technology across a broad range of musical styles
- 4.3: performs music demonstrating solo and/or ensemble awareness
- 4.4: demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 4.5: notates compositions using traditional and/or non-traditional notation
- 4.6: experiments with different forms of technology in the composition process
- 4.7: demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 4.8: demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 4.9: demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 4.10: identifies the use of technology in the music selected for study, appropriate to the musical context
- 4.11: demonstrates an appreciation, tolerance and respect for the aesthetic value of
music as an artform

- 4.12: demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences
Stage 4 Creative Arts – Visual Arts

Stage Statement

Students who have achieved Stage 4 in Visual Arts have demonstrated an awareness of how practice, the conceptual framework and the frames affect the making and the critical and historical studies of art.

In artmaking students have explored different conventions and procedures, and the material techniques and properties of a range of 2D (including drawing), 3D and 4D forms to represent ideas and interests in the world.

They have explored aspects of the conceptual framework and investigated the function of and relationships between the artist, artwork, world and audience in making artworks. Students have learnt how artists represent their intentions and different ideas and interests in the world and they understand that the frames are the basis for developing meanings in artworks.

In critical and historical studies students have learnt that art can be explained and interpreted from different points of view. They recognise how interpretations and explanations are constructed and communicated through examples of descriptions, accounts and narratives of art criticism and art history.

They have learnt about and can explain the functions of artists, artworks, the world and audiences in different times and places and recognise how artworks are a reflection of the time and place in which they are made. They understand how the frames can be used to interpret and explain art and allow for a range of understanding of meaning and belief.

Stage 4 Visual Arts Outcomes

A student:

- 4.1: uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.2: explores the function of and relationships between artist – artwork – world – audience
- 4.3: makes artworks that involve some understanding of the frames
- 4.4: recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 4.5: investigates ways to develop meaning in their artworks
- 4.6: selects different materials and techniques to make artworks.
- 4.7: explores aspects of practice in critical and historical interpretations of art
- 4.8: explores the function of and relationships between the artist – artwork – world – audience
- 4.9: begins to acknowledge that art can be interpreted from different points of view
- 4.10: recognises that art criticism and art history construct meanings.

Values and Attitudes Outcomes

- Students demonstrate a developing confidence in engaging in the practice of art-making, and critical and historical studies.
- Students value the different ways that artworks can be made and interpreted
Stage 4 Languages – French (current syllabus) – to be taught to Year 8 only in 2019

Stage Statement

Students who have progressed through Stage 4 demonstrate a growing confidence in the use of French to communicate in everyday situations within and beyond the classroom. They experiment with language to express their thoughts rather than relying solely on rehearsed phrases or sentences. They have become more confident in using dictionaries and are becoming familiar with grammar and syntax.

Students use a range of media to access and produce text, and are becoming self-reliant in finding ways of applying the language appropriately. They explore grammatical systems, and begin to use metalanguage by identifying grammatical terms. They have an improved understanding of the way English works as a system and ways in which it is similar to and different from the French studied in this stage.

Students can understand texts that they hear or read that contain learnt structures and familiar vocabulary. They can draw on their prior knowledge of basic text organisation and language features to make sense of unfamiliar texts. They are also capable of engaging with texts for a range of purposes.

Students create simple cohesive written texts for different purposes by drawing on simple language and learnt structures. They respond appropriately to a range of texts in familiar topic areas and have developed skills that help them understand the main ideas of texts. They interact in predictable and familiar contexts and produce original oral texts with varying grammatical accuracy by manipulating learnt structures. They understand the need to use appropriate register and body language.

Through their study and discussion of traditional and contemporary culture of French-speaking communities, students at Stage 4 demonstrate understanding of the importance of tradition to a sense of cultural identity and to diversity within the culture. They appreciate influences of culture on language use.

Stage 4 Languages – French Outcomes – Old syllabus

A student:

- 4.UL.1: demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately
- 4.UL.2: demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately
- 4.UL.3: establishes and maintains communication in familiar situations
- Writing
- 4.UL.4: applies a range of linguistic structures to express own ideas in writing
- 4.MLC.1: demonstrates understanding of the importance of appropriate use of language in diverse contexts
- 4.MLC.2: explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of French
- 4.MBC.1: demonstrates understanding of the interdependence of language and culture
- 4.MBC.2: demonstrates knowledge of key features of the culture of French-speaking communities
Stage 4 Languages – French (new syllabus) – to be taught to Year 7 from 2019 and Year 8 from 2020

Stage Statement

By the end of Stage 4, students interact with others in French to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in French or English to information and ideas, in a range of formats for specific contexts. They compose informative and imaginative texts for different purposes and audiences, using known linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply French pronunciation and intonation patterns, including pitch, accent, rhythm and intonation, in a range of sentence types and vocabulary. They recognise elements of French grammar, including the systematic nature of verb conjugation, and use features of French grammatical structures and sentence patterns to convey information and ideas. They identify textual conventions of familiar spoken, written and multimodal texts, explaining how language use varies according to context and the relationship between participants.

Students examine how French influences and is influenced by other languages and cultures, identifying borrowed words used in French and English, and French words and phrases that have emerged in response to new technology. They recognise that French is spoken by local communities and is also a global language. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in French-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They interact in French with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in French or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply French pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use elements of French grammar and sentence structure to express ideas in simple texts. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that French has evolved and developed through different periods of influence and change, and how variations in French language use reflect different levels of formality, authority and status. They investigate French language use in local and global contexts. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins,
traditions and beliefs, has an impact on their sense of identity and ways of communicating.

**Students with a background in French**

Students with a background in French have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in French to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the French sound system, explaining features, including variations in tone, stress and phrasing. They apply their knowledge of French grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that French has evolved and developed through different periods of influence and change, and how variations in French language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of French contributes to their sense of identity and is important to their French cultural heritage.

**Stage 4 Languages – French Outcomes**

**C = Communicating Strand**

**U = Understanding Strand**

**A student:**

- LFR4-1C: uses French to interact with others to exchange information, ideas and opinions, and make plans
- LFR4-2C: identifies main ideas in, and obtains information from texts
- LFR4-3C: organises and responds to information and ideas in texts for different audiences
- LFR4-4C: applies a range of linguistic structures to compose texts in French, using a range of formats for different audiences
- LFR4-5U: applies French pronunciation and intonation patterns
- LFR4-6U: applies features of French grammatical structures and sentence patterns to convey information and ideas
- LFR4-7U: identifies variations in linguistic and structural features of texts
- LFR4-8U: identifies that language use reflects cultural ideas, values and beliefs
Stage 5 – Stage Statements and Outcomes

Stage 5 English

Stage Statement

By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Stage 5 English Outcomes

A student:

- EN5-1A: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A: effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B: selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B: effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C: thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C: investigates the relationships between and among texts
- EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D: questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E: purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.
Stage 5 Mathematics

Learning in Stage 5

The organisation of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. For this reason, three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified in the syllabus:

Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9

Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8

Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2.

A large variety of ‘endpoints’ are possible in Stage 5. For example, some students may achieve all of the Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes by the end of Year 10.

Stage Statement – Stage 5.1

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to financial problems related to earning and spending money, taxation, and simple and compound interest. They simplify and evaluate numerical expressions using index laws for positive and zero indices, round numbers to a specified number of significant figures, and express numbers in scientific notation. Students apply the index laws to simplify algebraic expressions. They determine the midpoint, gradient and length of intervals on the Cartesian plane and draw graphs of linear and simple non-linear relationships.

Skills in measurement are further developed to include finding the areas of composite shapes and the surface areas of rectangular and triangular prisms. Students describe the limit of accuracy of measurements. They apply right-angled triangle trigonometry to practical situations, including those involving angles of elevation and depression. They apply the properties of similar figures to find side lengths in problems related to similar figures.

Students' statistical skills are extended to include considering shape and skewness of distributions, comparing data and data displays, and evaluating the reliability of statistical claims. They also determine the relative frequencies of events in chance experiments and calculate probabilities from information displayed in Venn diagrams and two-way tables.
Stage 5.1 Mathematics Outcomes

WM = working mathematically
NA = number and algebra
MG = measurement and geometry
SP = statistics and probability

A student:

- MA5.1-1WM: uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM: selects and uses appropriate strategies to solve problems
- MA5.1-3WM: provides reasoning to support conclusions that are appropriate to the context
- MA5.1-4NA: solves financial problems involving earning, spending and investing money
- MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA: determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA: graphs simple non-linear relationships
- MA5.1-8MG: calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-10MG: applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG: describes and applies the properties of similar figures and scale drawings
- MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.

Stage Statement – Stage 5.2

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation.

Students apply the index laws with integer indices to simplify expressions. They operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions. They solve linear equations and use them to solve word problems. They solve...
linear inequalities and linear simultaneous equations. Students solve simple quadratic equations and solve monic quadratic equations by factorisation. On the Cartesian plane they draw and interpret graphs of straight lines, and simple parabolas, circles and exponential graphs. Students determine the equations of straight lines and use the properties of parallel and perpendicular lines on the Cartesian plane.

Students extend their skills in measurement to solve problems involving the surface areas and volumes of right prisms, cylinders and related composite solids. They use trigonometric ratios to solve problems in which angles may be measured to the nearest second, and problems involving bearings and angles of elevation and depression. In geometry, they use deductive reasoning in numerical and non-numerical problems, drawing on their knowledge of the properties of congruent triangles, the angle properties of polygons, and the properties of quadrilaterals.

Statistical skills are extended to include the construction of box-and-whisker plots and the calculation of interquartile range to analyse and compare data sets in appropriate data displays. Students investigate bivariate data sets and use scatter plots to describe relationships between variables. They evaluate the sources of data in statistical reports. In their study of probability, students record and determine probabilities of events in multi-step chance experiments and examine conditional language.

**Stage 5.2 Mathematics Outcomes**

**WM = working mathematically**

**NA = number and algebra**

**MG = measurement and geometry**

**SP = statistics and probability**

**A student:**

- MA5.2-1WM: selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM: interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM: constructs arguments to prove and justify results
- MA5.2-4NA: solves financial problems involving compound interest
- MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA: applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships
- MA5.2-11MG: calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG: applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings
- MA5.2-14MG: calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP: investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.

**Stage Statement – Stage 5.3**

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30°, 45° and 60°, extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360°. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.
Stage 5.3 Mathematics Outcomes

WM = working mathematically
NA = number and algebra
MG = measurement and geometry
SP = statistics and probability

A student:

- MA5.3-1WM: uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-2WM: generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM: uses deductive reasoning in presenting arguments and formal proofs
- MA5.3-4NA: draws, interprets and analyses graphs of physical phenomena
- MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA: performs operations with surds and indices
- MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA: uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-9NA: sketches and interprets a variety of non-linear relationships
- MA5.3-10NA: recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3-11NA: uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3-12NA: uses function notation to describe and sketch functions
- MA5.3-13MG: applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG: Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG: applies Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3-16MG: proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-17MG: applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3-18SP: uses standard deviation to analyse data
- MA5.3-19SP: investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.
**Stage 5 Science**

**Stage Statement**

By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

In Stage 5 students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

Students apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They explain the concept of energy conservation, by describing energy transfers and transformations within systems.

Students describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth to illustrate how models, theories and laws are refined over time by the scientific community as new evidence becomes available. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries.

Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. They use scientific evidence to assess whether claims, explanations and predictions are supported and can be used to evaluate predictions and inform decisions related to contemporary issues.

Students explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances.

By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, including efficiency of use of electricity and non-renewable energy sources, the development of
new materials, biotechnology, and plant, animal and human health. They outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people’s lives, including generating new career opportunities.

**Stage 5 Science Outcomes**

**VA = values and attitudes**

**WS = working scientifically**

**PW = physical world**

**ES = earth and space**

**LW = living world**

**CW = chemical world**

**A student:**

- SC5-1VA: appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA: shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA: demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS: develops questions or hypotheses to be investigated scientifically
- SC5-5WS: produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS: undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS: applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW: applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES: describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES: explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW: analyses interactions between components and processes within biological systems
- SC5-15LW: explains how biological understanding has advanced through scientific
discoveries, technological developments and the needs of society

- SC5-16CW: explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW: discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.
Stage 5 HSIE - History

Stage Statement
By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people’s actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

Stage 5 History Outcomes
A student:

- HT5-1: explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2: sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- 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
- HT5-4: explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5: identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6: uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7: explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8: selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9: applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10: selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.
Stage 5 HSIE - Geography

Stage Statement

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Stage 5 Geography Outcomes

A student:

- GE5-1: explains the diverse features and characteristics of a range of places and environments
- GE5-2: explains processes and influences that form and transform places and environments
- GE5-3: analyses the effect of interactions and connections between people, places and environments
- GE5-4: accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5: assesses management strategies for places and environments for their sustainability
- GE5-6: analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8: communicates geographical information to a range of audiences using a variety of strategies.
Stage 5 HSIE - Commerce

Stage Statement

Students in Stage 5 Commerce develop knowledge and understanding of commercial and legal issues and continue to develop research, problem-solving, decision-making and analytical skills they have developed through study of the mandatory curriculum in History and Geography. Students use these skills to solve problems at a personal level on financial, business, employment and legal issues. They investigate the relationships between consumers and the legal and commercial world and through their investigations of these relationships they develop the capacity to apply problem-solving strategies and to analyse and evaluate choices related to commercial activities.

Students engage in the learning process and expand their knowledge, understanding and skills to develop values and attitudes that promote ethical commercial practices. They continue to develop as active citizens through knowing their individual rights and responsibilities as consumers in our financial, business, employment and legal framework. Commerce enhances student knowledge of civics and skills for citizenship in terms of their involvement in their community and wider commercial world, and to recognise the importance of being an informed and active citizen.

A continued goal of the course in Stage 5 is to encourage a commitment to lifelong learning and improve student skills in handling personal, financial, employment and legal issues. Commerce provides a foundation for continued learning and problem-solving in areas such as consumer issues, citizenship participation and dealing with legal concerns.

Stage 5 Commerce Outcomes

A student:

- 5.1: applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2: analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3: examines the role of law in society
- 5.4: analyses key factors affecting commercial and legal decisions
- 5.5: evaluates options for solving commercial and legal problems and issues
- 5.6: monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7: researches and assesses commercial and legal information using a variety of sources
- 5.8: explains commercial and legal information using a variety of forms
- 5.9: works independently and collaboratively to meet individual and collective goals within specified timelines.
Stage 5 PDHPE (current syllabus) – to be taught to Year 10 only in 2019

Stage Statement

Stage 5 students explain the relationship between a sense of self, and health and wellbeing. They identify strategies that can support their own and others’ sense of self. They identify challenges and opportunities they may experience at this stage of their lives and continue to develop and practise strategies that strengthen their resilience.

They accept responsibility for their role in maintaining relationships and demonstrate the ability to form relationships that are inclusive, caring and satisfying. Students affirm and celebrate diversity and challenge forms of discrimination, harassment and vilification.

Students analyse personal and community values relating to health and develop a commitment to acting on these values to improve the health of individuals and the community. They predict the consequences of personal decision-making and evaluate their ability as an adolescent to impact on individual and community health.

Students assess the individual, sociocultural, political, economic and environmental factors that influence health. They critically analyse how a range of health information, services and products can be applied to meet specific health needs. They understand the uncertainty of health information and how knowledge has changed, and will continue to change.

Students plan for individual and community safety by identifying and assessing risks relating to mental health, healthy food habits, drug use, sexual health and road safety. They discriminate between, and adopt, protective strategies to cope with challenging situations. Through planning strategies to promote equity, students demonstrate an understanding of the sociocultural circumstances that affect personal and community health.

Students use movement to satisfy personal needs and interests. They participate with success in a range of movement contexts and environments, adapting and transferring their movement repertoire to suit the situation. They design and perform movement sequences that combine a thorough understanding of the features and elements of composition. In response to unpredictable movement situations they demonstrate the ability to improvise and apply creative solutions alone and with others.

Students describe the impact of mechanical factors on skill development and performance. They show an appreciation of movement and display the ability to critically appraise performance in a variety of domains. They participate in movement experiences with satisfaction and enjoyment as they compose, perform and appraise movement in various contexts.

Students analyse the factors that influence attitudes towards participation in physical activity. They use strategies to overcome barriers to regular lifelong participation. They justify the broad range of benefits associated with participation in regular physical activity and devise plans to meet their current and future needs.

They demonstrate the ability to positively influence the physical activity experiences of others including their peers and family members. They adopt a variety of roles such as leader, mentor, official, coach and team member, to support and encourage the enjoyable involvement of others.
Stage 5 PDHPE Outcomes

A student:

- 5.1: analyses how they can support their own and others’ sense of self
- 5.2: evaluates their capacity to reflect on and respond positively to challenges
- 5.3: analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4: adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5: composes, performs and appraises movement in a variety of challenging contexts
- 5.6: analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7: analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8: critically analyses health information, products and services to promote health
- 5.9: formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10: adopts roles to enhance their own and others’ enjoyment of physical activity
- 5.11: adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12: adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13: adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14: confidently uses movement to satisfy personal needs and interests
- 5.15: devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16: predicts potential problems and develops, justifies and evaluates solutions.
Stage 5 PDHPE (new syllabus) – to be taught to Year 9 from 2019 and Year 10 from 2020

Stage Statement

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people’s health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others’ health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others’ fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others’ specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

Stage 5 PDHPE Outcomes

A student:

- PD5-1: assesses their own and others’ capacity to reflect on and respond positively to challenges
- PD5-2: researches and appraises the effectiveness of health information and support services available in the community
- PD5-3: analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4: adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5: appraises and justifies choices of actions when solving complex movement challenges
- PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8: designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9: assesses and applies self-management skills to effectively manage complex situations
- PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences
Stage 5 Technology - Design and Technology (current syllabus) – last year of implementation is 2019

Stage Statement

Students at Stage 5 are able to investigate, analyse and apply a range of design concepts and design processes. They apply and justify an appropriate process of design when developing design ideas and solutions. When engaged in project work they manage time as they sequence, produce and evaluate in relation to a design process.

Students have knowledge, understanding and appreciation of the relationship between past, present and emerging technologies and innovation activities, and are able to evaluate and explain the impact of these on the individual, on society and on environments.

Students demonstrate knowledge and understanding of the work and responsibilities of Australian and overseas designers and are able to analyse the factors that affect their work. Students have a futures perspective and a disposition to take responsibility for their actions and decisions as they evaluate designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design.

Students demonstrate skills in innovation and enterprise in their project work. They use appropriate techniques when communicating designed solutions to a range of audiences. They are competent in a range of ICT skills and have the ability to select appropriate ICT applications to develop documentation for project work and communicate designed solutions.

Students are able to apply risk management strategies and work safely when selecting and using a range of appropriate technologies to competently develop quality design solutions.

Stage 5 Design and Technology Outcomes

A student:

- 5.1.1: analyses and applies a range of design concepts and processes
- 5.1.2: applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.2.1: evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1: analyses the work and responsibilities of designers and the factors affecting their work
- 5.3.2: evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1: develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1: uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1: selects and applies management strategies when developing design solutions
- 5.6.2: applies risk management practices and works safely in developing quality design solutions
- 5.6.3: selects and uses a range of technologies competently in the development and management of quality design solutions.
Stage 5 Technology - Design and Technology (new syllabus) – to be taught from 2020

Stage Statement

By the end of Stage 5, students investigate, analyse and apply a range of design concepts and design processes. They apply and evaluate a process of design when developing design ideas and solutions. Through engagement with project work, students develop skills to manage time as they sequence, produce and evaluate in relation to a design process.

Students develop knowledge, understanding and appreciation of the relationship between past, present and emerging technologies and innovation activities, and evaluate and explain the impact of these on the individual, on society and on environments.

Students demonstrate knowledge and understanding of the work and responsibilities of Australian and overseas designers and analyse factors that affect their work. Students work responsibly as they evaluate designed solutions that reflect preferred futures, the principles of appropriate technology and ethical and responsible design.

Students demonstrate skills in innovation and enterprise in their project work. They communicate ideas about designed solutions to a range of audiences. They apply technological skills to select computing software applications in order to develop documentation for project work and to communicate designed solutions.

Students apply risk management strategies and safe work practices when selecting and using a range of appropriate technologies to competently develop quality design solutions.

Stage 5 Design and Technology Outcomes

A student:

- DT5-1 analyses and applies a range of design concepts and processes
- DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
- DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
- DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
- DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
- DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- DT5-8 selects and applies management strategies when developing design solutions
- DT5-9 applies risk management practices and works safely in developing quality design solutions
- DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions
Stage 5 Technology - Food Technology (current syllabus) – last year of implementation is 2019

Stage Statement

Students at Stage 5 make informed decisions based on knowledge and understanding of the impact of food in society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences for a number of purposes.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and confidence in managing, realising and evaluating solutions for specific food purposes.

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have knowledge, skills and understanding of a range of processes, resources and technologies, including computer-based, appropriate to the manufacture and preparation of food. Students at Stage 5 can confidently and competently use a range of technologies.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

Stage 5 Food Technology Outcomes

A student:

- 5.1.1: demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2: identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1: describes the physical and chemical properties of a variety of foods
- 5.2.2: accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3: applies appropriate methods of food processing, preparation and storage
- 5.3.1: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2: justifies food choices by analysing the factors that influence eating habits
- 5.4.1: collects, evaluates and applies information from a variety of sources
- 5.4.2: communicates ideas and information using a range of media and appropriate terminology
- 5.5.1: selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2: plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1: examines the relationship between food, technology and society
- 5.6.2: evaluates the impact of activities related to food on the individual, society and the environment.
Stage 5 Technology - Food Technology – (new syllabus) to be taught from 2020

Stage Statement

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences.

Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food.

Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.

Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

Stage 5 Food Technology Outcomes

A student:

- FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3 describes the physical and chemical properties of a variety of foods
- FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5 applies appropriate methods of food processing, preparation and storage
- FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7 justifies food choices by analysing the factors that influence eating habits
- FT5-8 collects, evaluates and applies information from a variety of sources
- FT5-9 communicates ideas and information using a range of media and appropriate terminology
- FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12 examines the relationship between food, technology and society
- FT5-13 evaluates the impact of activities related to food on the individual, society and the environment
Stage 5 Creative Arts - Music

Stage Statement

Students who have achieved Stage 5 in Music have an understanding of music as an artform through engagement in performing, composing and listening across a range of styles, periods and genres. They have an understanding of the role music and musical preference plays in their own life and the lives of others.

Students engage in a range of increasingly sophisticated musical experiences, developing an understanding of the concepts of music and how composers have worked with these concepts within a broad range of styles, periods and genres. Students perform a range of repertoire characteristic of the topics they have studied. They engage in group music-making and are increasingly able to perform repertoire as a solo performer, or take solo roles within group performances.

Students explore, improvise, and construct musical compositions. They are able to explore the capabilities of instruments and how musical concepts can be manipulated for various effects. They notate their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.

Students aurally analyse and evaluate the repertoire studied. They engage in discussion of style and interpretation, with an awareness of the social, cultural and historical contexts of the music studied. Students begin to explore music through a range of listening and score-reading activities with an awareness of stylistic forms, structures and conventions.

Stage 5 Music Outcomes

A student:

- 5.1: performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2: performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3: performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4: demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5: notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6: uses different forms of technology in the composition process
- 5.7: demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8: demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9: demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10: demonstrates an understanding of the influence and impact of technology on
music

- 5.11: demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12: demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences
Stage 5 Creative Arts - Visual Arts

Stage Statement

Students who have achieved Stage 5 have developed understanding of practice, the conceptual framework and the frames as they relate to making of, and critical and historical studies of art.

Students have experienced increasing autonomy and refinement in their artmaking, and may seek to innovate, informed by an understanding of the material techniques and conventions of a range of 2D, 3D and 4D forms and procedures. Students have investigated the building of a body of work as a way of representing and resolving ideas and interests over time. They have learnt to reflect on the meaning and significance of their own artmaking and to identify how artworks, roles and intentions can be understood in their work and the work of other artists.

They have explored the agencies of the conceptual framework and understand the relationships between artist, artwork, world and audience and how this can contribute to the development of meaning in different times and places. They have learnt to apply the structural, postmodern, cultural and subjective frames to explore ideas and develop meanings in their artworks.

In critical and historical studies students are able to explain, interpret and make judgements about art using the frames to investigate different points of view. They have an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

Stage 5 Visual Arts Outcomes

A student:

- 5.1: develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2: makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3: makes artworks informed by an understanding of how the frames affect meaning
- 5.4: investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5: makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6: demonstrates developing technical accomplishment and refinement in making artworks
- 5.7: applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8: uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9: demonstrates how the frames provide different interpretations of art
- 5.10: demonstrates how art criticism and art history construct meanings.

Values and Attitudes Outcomes

- Students demonstrate a developing confidence in engaging in the practice of artmaking, and critical and historical studies.
- Students value the different ways that artworks can be made and interpreted.
Stage 5 Creative Arts - Dance

Stage Statement

Students who have achieved Stage 5 in Dance have developed the appropriate dance technique that is required to perform dances with a sound understanding of safe dance practice. They perform choreographed dances of increasing complexity that are based on the elements of dance and they have a developing kinaesthetic awareness as they interpret various dance styles.

Students construct dance compositions to communicate ideas. They explore, employ and manipulate the elements of dance with the understanding that they are the building blocks employed by the dance composer to communicate ideas through dance. They structure movement to express their ideas, feelings and experiences.

Stage 5 students engage in the basics of dance analysis. They respond to their own dances, the dances of others and dances as works of art by viewing, discussing, reading and writing, based on an understanding of the context in which the dances were made. They have acquired the language of dance to effectively describe movements in space, time and dynamics. Drawing from their experiences gained in performing and composing dances, they describe the characteristics of dance styles, performance quality and interpretation in dance performance, and they recognise the factors that contribute to unity in a dance composition to effectively communicate ideas.

Students have developed an understanding of dance as an artform and, through their engagement in the interrelated practices, they make connections between the making and performing of the movement and the appreciation of its meaning.

Stage 5 Dance Outcomes

A student:

- 5.1.1: demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2: demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3: demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1: explores the elements of dance as the basis of the communication of ideas
- 5.2.2: composes and structures dance movement that communicates an idea
- 5.3.1: describes and analyses dance as the communication of ideas within a context
- 5.3.2: identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3: applies understandings and experiences drawn from their own work and dance works of art
- 5.4.1: values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.
Stage 5 Languages – French (current syllabus) – to be taught to Year 10 only in 2019

Stage Statement

Students of French who have progressed through Stage 5 maintain effective communication in authentic situations. They are able to use structures and features of the language that will allow them to function in a range of practical situations. Students begin to correct their own errors and those of their peers, using metalanguage to explain what is wrong and how the problem can be solved. In a wider application of their language studies, they are able to articulate ways in which languages work as systems. Enhanced literacy skills enable them to compare English and French. Because of their increased experience of language and culture, students have a greater respect for and appreciation of the people, traditions and ways of life of French-speaking communities.

Students have strategies for incorporating new structures and features into the language patterns that they have already acquired. Students initiate and maintain communication, and use appropriate register in familiar formal and informal situations. They respond appropriately to spoken French and they begin to engage in more sustained communication.

They select information from a range of spoken and written texts to summarise and analyse some of the ideas presented. They demonstrate an understanding of the basic rules of grammar in creating a range of familiar texts on a variety of topics. They demonstrate an ability to create a coherent text by manipulating known structures and features of the language.

Students at Stage 5 are conscious of the ways in which their study of French and the culture of French-speaking communities can be applied to many other parts of the curriculum.

Stage 5 French Outcomes

A student:

- 5.UL.1: selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 5.UL.2: selects, summarises and analyses information and ideas in written texts and responds appropriately
- 5.UL.3: uses French by incorporating diverse structures and features to express own ideas
- 5.UL.4: experiments with linguistic patterns and structures in French to convey information and to express own ideas.
- 5.MLC.1: demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- 5.MLC.2: uses linguistic resources to support the study and production of texts in French.
- 5.MBC.1: explores the interdependence of language and culture in a range of texts and contexts
- 5.MBC.2: identifies and explains aspects of the culture of French-speaking communities in texts.
Stage 5 French Extension Outcomes

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes.

A student:
- 5.UL.5: selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types
- 5.UL.6: selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types
- 5.UL.7: uses French with flexibility by incorporating new structures and features for effective communication
- 5.UL.8: presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types.
- 5.MLC.3: engages in discussions to solve linguistic problems and refine the production of original texts in French
- 5.MLC.4: analyses ways in which the structures and features of spoken and written French can be manipulated for particular effect.
- 5.MBC.3: evaluates the importance of being able to move between cultures
- 5.MBC.4: evaluates expressions and representations of the culture of French-speaking communities in a range of texts.
Stage 5 Languages - French (new syllabus) – to be taught to Year 9 from 2019 and Year 10 from 2020

Stage Statement

By the end of Stage 5, students manipulate French in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or French to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken French. They understand an increasing range of verb forms, and elements of French grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the French language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of French have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in French with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in French or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use complex grammatical structures, including a range of verb tenses, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in French-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.

Students with a background in French
Students with a background in French have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in French with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in French to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the French sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in French-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that French and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in French and English-speaking contexts.

Stage 5 French Outcomes

C = Communicating Strand

U = Understanding Strand

A student:

- LFR5-1C: manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- LFR5-2C: identifies and interprets information in a range of texts
- LFR5-3C: evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LFR5-4C: experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
- LFR5-5U: demonstrates how French pronunciation and intonation are used to convey meaning
- LFR5-6U: analyses the function of complex French grammatical structures to extend meaning
- LFR5-7U: analyses linguistic, structural and cultural features in a range of texts
- LFR5-8U: explains and reflects on the interrelationship between language, culture and identity