<table>
<thead>
<tr>
<th><strong>LANGUAGE</strong></th>
<th><strong>LITERATURE</strong></th>
<th><strong>LITERACY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language variation and change</strong></td>
<td>Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)</td>
<td><strong>How texts reflect the context of culture and situation in which they are created</strong></td>
</tr>
<tr>
<td><strong>Language for social interactions</strong></td>
<td>Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)</td>
<td><strong>Personal responses to the ideas, characters and viewpoints in texts</strong></td>
</tr>
<tr>
<td><strong>Evaluative language</strong></td>
<td>Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources (ACELA1782)</td>
<td><strong>Expressing preferences and evaluating texts</strong></td>
</tr>
<tr>
<td><strong>Purpose audience and structures of different types of texts</strong></td>
<td>Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors (ACELA1531)</td>
<td><strong>Features of literary texts</strong></td>
</tr>
<tr>
<td><strong>Text cohesion</strong></td>
<td>Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumbs trails for online texts (ACELA1763)</td>
<td><strong>Language devices in literary texts, including figurative language</strong></td>
</tr>
<tr>
<td><strong>Punctuation</strong></td>
<td>Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)</td>
<td><strong>Creating literary texts</strong></td>
</tr>
<tr>
<td><strong>Sentences and clause-level grammar</strong></td>
<td>Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information (ACELA 1534)</td>
<td><strong>Experimentation and adaptation</strong></td>
</tr>
<tr>
<td><strong>Word-level grammar</strong></td>
<td>Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)</td>
<td><strong>Analysing and evaluating texts</strong></td>
</tr>
<tr>
<td><strong>Visual language</strong></td>
<td>Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)</td>
<td><strong>Listening and speaking interactions</strong></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)</td>
<td><strong>Listening and speaking interactions</strong></td>
</tr>
<tr>
<td><strong>Alphabet and phonetic knowledge</strong></td>
<td>From Year 7 onwards, knowledge about alphabet and phonetic knowledge will continue to be applied when reading, writing and spelling</td>
<td><strong>Oral presentations</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)</td>
<td><strong>Purpose and audience</strong></td>
</tr>
<tr>
<td><strong>Evaluative language</strong></td>
<td>Understand and explain how the text structures and language features shape meaning and appeal of different types of texts (ACELT1622)</td>
<td><strong>Use of software</strong></td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
<td>Create literary texts that adapt stylistic features encountered in other texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)</td>
<td><strong>Use vocabulary typical of extended and more academic texts (ACELA1531)</strong></td>
</tr>
<tr>
<td><strong>Analysing and evaluating texts</strong></td>
<td>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</td>
<td><strong>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</strong></td>
</tr>
<tr>
<td><strong>Creating texts</strong></td>
<td>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)</td>
<td><strong>Analyse and evaluate texts</strong></td>
</tr>
<tr>
<td><strong>Editing</strong></td>
<td>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)</td>
<td><strong>Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)</strong></td>
</tr>
<tr>
<td><strong>Handwriting</strong></td>
<td>Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)</td>
<td><strong>Use of software</strong></td>
</tr>
<tr>
<td><strong>Use of software</strong></td>
<td>Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)</td>
<td><strong>Use of software</strong></td>
</tr>
</tbody>
</table>
### Mathematics

#### Proficiency Strands

**Understanding**
Includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

**Fluency**
Includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms.

**Problem Solving**
Includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments.

**Reasoning**
Includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.

<table>
<thead>
<tr>
<th>NUMBER AND ALGEBRA</th>
<th>MEASUREMENT AND GEOMETRY</th>
<th>STATISTICS AND PROBABILITY</th>
<th>SCIENCE UNDERSTANDING</th>
<th>SCIENCE AS A HUMAN ENDEAVOUR Y7-8</th>
<th>SCIENCE INQUIRY SKILLS Y7-8</th>
</tr>
</thead>
</table>
| **Number and place value**
Investigate index notation and represent whole numbers as products of powers of prime numbers (ACMNA149)
Investigate and use square roots of perfect square numbers (ACMNA150)
Apply the associative, commutative and distributive laws to aid mental and written computation (ACMNA151)
Compare, order, add and subtract integers (ACMNA290)
Fractions and decimals
This sequence ends in Year 6 | **Using units of measurement**
Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159)
Calculate volumes of rectangular prisms (ACMMG160) | **Chance**
Construct sample spaces for single-step experiments with equally likely outcomes (ACMSP167)
Assign probabilities to the outcomes of events and determine probabilities for events (ACMSP168) | **Biological sciences**
Classification helps organise the diverse group of organisms (ACSSU111)
Interactions between organisms, including the effects of human activities can be represented by food chains and food webs (ACSSU112) | **Nature and development of science**
Scientific knowledge has changed peoples understanding of the world and is refined as new evidence becomes available (ACSH&E119)
Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSH&E223) | **Questioning and predicting**
Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACASS124) |
| **Real numbers**
Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMMNA152)
Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMMNA153)
Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMMNA154)
Express one quantity as a fraction of another, with and without the use of digital technologies (ACMMNA155)
Round decimals to a specified number of decimal places (ACMMNA156)
Connect fractions, decimals and percentages and carry out simple conversions (ACMMNA157)
Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMMNA158)
Recognise and solve problems involving simple ratios (ACMMNA173) | **Location and transformation**
Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMGA181) | **Data representation and interpretation**
Identify and investigate issues involving numerical data collected from primary and secondary sources (ACMSP169)
Construct and compare a range of data displays including stem-and-leaf plots and dot plots (ACMSP170)
Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data (ACMSP171)
Describe and interpret data displays using median, mean and range (ACMSP172) | **Chemical sciences**
Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113) | **Use and influence of science**
Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSH&E113)
People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSH&E121) | **Measuring and constructing**
Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSSI125)
Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSSI126) |
| **Money and financial mathematics**
Investigate and calculate ‘best buys’, with and without digital technologies (ACMMNA174) | **Geometric reasoning**
Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal (ACMMG163)
Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning (ACMMG164)
Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral (ACMMG166)
Classify triangles according to their side and angle properties and describe quadrilaterals (ACMMG165) | **Earth and space sciences**
Predicable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115)
Some of Earth’s resources are renewable, including water that cycles through the environment, but others are non-renewable (ACSSU116) | **Physical sciences**
Change to an object’s motion is caused by unbalanced forces, including Earth’s gravitational attraction, acting on the object (ACSSU117) | **Evaluating**
Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSSI131)
Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSSI132) | **Communicating**
Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSSI133) |
## Humanities and Social Sciences

### HISTORY

#### KNOWLEDGE AND UNDERSTANDING

**Overview**
Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:
- The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH003).
- The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002).
- Key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003).

**Depth studies**
The depth studies for this year level include:
1. Investigating the ancient past
2. The Mediterranean world (ONE of Egypt, Greece, Rome)
3. The Asian world (ONE of China, India)

#### SKILLS

**Y 7-8**

- **Chronology, terms and concepts**
  - Sequence historical events, developments and periods (ACHHS205) & (ACHHS148).
  - Use historical terms and concepts (ACHHS206) & (ACHHS149).

- **Historical questions and research**
  - Identify a range of questions about the past to inform a historical inquiry (ACHHS207) & (ACHHS150).
  - Identify and locate relevant sources, using ICT and other methods (ACHHS208) & (ACHHS151).

- **Analysis and use of resources**
  - Identify the origin and purpose of primary and secondary sources (ACHHS209) & (ACHHS152).
  - Locate, compare and use information from a range of sources as evidence (ACHHS210) & (ACHHS153).
  - Draw conclusions about the usefulness of sources (ACHHS211) & (ACHHS154).

- **Perspectives and interpretations**
  - Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) & (ACHHS155).

- **Explanation and communication**
  - Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged (ACHHS213) & (ACHHS156).
  - Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS214) & (ACHHS157).

### GEOGRAPHY

#### KNOWLEDGE AND UNDERSTANDING

**Water in the world**
- Classification of environmental resources and the forms that water takes as a resource (ACHGK037).
- The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038).
- The quantity and variability of Australia's water resources compared with other continents (ACHGK039).
- The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040).
- Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041).
- Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042).

**Place and liveability**
- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043).
- The influence of accessibility to services and facilities on the liveability of places (ACHGK044).
- The influence of environmental quality on the liveability of places (ACHGK045).
- The influence of social connectedness and community identity on the liveability of places (ACHGK046).
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047).

**Interpreting, analysing and concluding**
- Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGK051) & (ACHGK059).

**Communicating**
- Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGK053) & (ACHGK061).

**Reflecting and responding**
- Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGK054) & (ACHGK062).

#### INQUIRY AND SKILLS

**Y 7-8**

- **Observing, questioning and planning**
  - Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGS047) & (ACHGS055).

- **Collecting, recording, evaluating and representing**
  - Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048) & (ACHGS056).
  - Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049) & (ACHGS057).
  - Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS050) & (ACHGS058).

- **Interpreting, analysing and concluding**
  - Interpret geographical data and other information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to identify and propose explanations for spatial distributions, patterns and trends, and infer relationships (ACHGS051) & (ACHGS059).

- **Communicating**
  - Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose, using geographical terminology and digital technologies as appropriate (ACHGS053) & (ACHGS061).

- **Reflecting and responding**
  - Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations, and predict the expected outcomes of their proposal (ACHGS054) & (ACHGS062).
## Content for Year 7 - Learning area content descriptions

### CIVICS AND CITIZENSHIP

#### KNOWLEDGE AND UNDERSTANDING

**Government and democracy**  
- The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers (ACHCK048)  
- The process for constitutional change through a referendum (ACHCK049)

**Law and citizens**  
- How Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation (ACHCK050)

**Citizenship, diversity and identity**  
- How Australia is a secular nation and a multi-faith society (ACHCK051)  
- How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society (ACHCK052)  
- How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)

#### SKILLS

**Y 7-8**  
- Questioning and research  
  - Develop a range of questions to investigate Australia’s political and legal systems (ACHCS054) & (ACHCS056)  
  - Identify, gather and sort information and ideas from a range of sources (ACHCS055) & (ACHCS069)

- Analysis, synthesis and interpretation  
  - Analyse, synthesize and interpret information and ideas critically from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) & (ACHCS070)

- Problem-solving and decision-making  
  - Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) & (ACHCS071)  
  - Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) & (ACHCS072)

- Communication and reflection  
  - Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) & (ACHCS073)  
  - Reflect on their role as a citizen in Australia’s democracy (ACHCS060) & (ACHCS074)

### ECONOMICS AND BUSINESS

#### KNOWLEDGE AND UNDERSTANDING

- The ways consumers and producers interact and respond to each other in the market (ACHEK017)  
- Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)  
- Characteristics of entrepreneurs and successful businesses (ACHEK019)  
- Why individuals work, types of work and how people derive an income (ACHEK020)

#### SKILLS

**Y 7-8**  
- Questioning and research  
  - Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) & (ACHES032)

- Interpretation and analysis  
  - Interpret data and information displayed in different formats to identify relationships and trends (ACHES033) & (ACHES034)

- Economic reasoning, decision-making and application  
  - Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative (ACHES024) & (ACHES035)  
  - Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025) & (ACHES036)

- Communication and reflection  
  - Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions (ACHES026) & (ACHES037)

### The Arts

#### DANCE

**Y 7-8**  
- Exploring ideas and improvising with ways to represent ideas  
  - Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)

- Manipulating and applying the elements/concepts with intent  
  - Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)

- Developing and refining understanding of skills and techniques  
  - Practise and refine technical skills in style-specific techniques (ACADAM015)

- Structuring and organising ideas into form  
  - Structure dances using choreographic devices and form (ACADAM016)

#### DRAMA

**Y 7-8**  
- Exploring ideas and improvising with ways to represent ideas  
  - Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM043)

- Manipulating and applying the elements/concepts with intent  
  - Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM044)

- Developing and refining understanding of skills and techniques  
  - Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM045)

- Structuring and organising ideas into form  
  - Structure performances using devised and scripted drama to explore and develop issues, ideas and themes (ACADRM046)

#### MEDIA ARTS

**Y 7-8**  
- Exploring ideas and improvising with ways to represent ideas  
  - Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)

- Exploring ideas and improvising with ways to represent ideas  
  - Experiment with texture and timbre in sound sources using aural skills (ACAMAM092)

- Manipulating and applying the elements/concepts with intent  
  - Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)

- Developing and refining understanding of skills and techniques  
  - Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)

- Structuring and organising ideas into form  
  - Plan, structure and design media artworks that engage audiences (ACAMAM069)

#### MUSIC

**Y 7-8**  
- Exploring ideas and improvising with ways to represent ideas  
  - Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)

- Manipulating and applying the elements/concepts with intent  
  - Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)

- Developing and refining understanding of skills and techniques  
  - Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)

- Structuring and organising ideas into form  
  - Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)

#### VISUAL ARTS

**Y 7-8**  
- Exploring ideas and improvising with ways to represent ideas  
  - Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)

- Manipulating and applying the elements/concepts with intent  
  - Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)

- Developing and refining understanding of skills and techniques  
  - Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)

- Structuring and organising ideas into form  
  - Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)
<table>
<thead>
<tr>
<th>Content for Year 7 - Learning area content descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sharing artworks through performance, presentation or display</strong></td>
</tr>
<tr>
<td><strong>Analysing and reflecting upon intentions</strong></td>
</tr>
<tr>
<td><strong>Responding to and interpreting artworks</strong></td>
</tr>
</tbody>
</table>

### Technologies

<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>DIGITAL TECHNOLOGIES Y 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance (ACTDIK023)</td>
<td>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</td>
</tr>
<tr>
<td>Investigate how digital systems represent text, image and audio data in binary (ACTDIK024)</td>
<td>By the end of Year 8 students will have had the opportunity to create designed solutions addressing the four technologies contexts below:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCESSES AND PRODUCTION SKILLS</th>
<th>DIGITAL TECHNOLOGIES Y 7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</td>
<td>Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)</td>
</tr>
<tr>
<td>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)</td>
<td>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)</td>
</tr>
<tr>
<td>Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</td>
<td>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</td>
</tr>
<tr>
<td>Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)</td>
<td>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</td>
</tr>
<tr>
<td>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029)</td>
<td>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP038)</td>
</tr>
<tr>
<td>Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030)</td>
<td>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</td>
</tr>
<tr>
<td>Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)</td>
<td>Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</td>
</tr>
<tr>
<td>Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</td>
<td>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</td>
</tr>
</tbody>
</table>
### Health and Physical Education

#### PERSONAL, SOCiAL AND COMMUNiTy HEALTH Y 7-8

<table>
<thead>
<tr>
<th>Sub-strand</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being healthy, safe and active sub-strand</td>
<td>Investigate the impact of transition and change on identities (ACPPS070) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Practise and apply strategies to seek help for themselves or others (ACPPS072) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)</td>
</tr>
<tr>
<td>Communicating and interacting for health and wellbeing sub-strand</td>
<td>Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (ACPPS074) Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Evaluate health information and communicate their own and others’ health concerns (ACPPS076)</td>
</tr>
<tr>
<td>Contributing to health and active communities sub-strand</td>
<td>Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)</td>
</tr>
</tbody>
</table>

#### MOVEMENT AND PHySiCAL ACTiViTy Y 7-8

<table>
<thead>
<tr>
<th>Sub-strand</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving our body sub-strand</td>
<td>Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP082) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)</td>
</tr>
<tr>
<td>Understanding movement sub-strand</td>
<td>Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) Participate in and investigate cultural and historical significance of a range of physical activities (ACPMP085)</td>
</tr>
<tr>
<td>Learning through movement sub-strand</td>
<td>Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)</td>
</tr>
</tbody>
</table>

### Languages

See [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au) for content in Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Vietnamese, Hindi, Turkish and the Framework for Aboriginal Languages and Torres Strait Islander Languages.