

Content for Year 7 - Learning area content descriptions

English							
LANGUAGE	<b>Language variation and change</b> 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)	<b>Language for social interactions</b> Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	<b>Evaluative language</b> 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)	<b>Purpose audience and structures of different types of texts</b> 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)	<b>Text cohesion</b> 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 breadcrumb trails for online texts (ACELA1763)	<b>Punctuation</b> Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses (ACELA1532)	<b>Sentences and clause-level grammar</b> 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)
	<b>Word-level grammar</b> Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	<b>Visual language</b> Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance (ACELA1764)	<b>Vocabulary</b> 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)	<b>Alphabet and phonic knowledge</b> <i>From Year 7 onwards, knowledge about alphabet and phonic knowledge will continue to be applied when reading, writing and spelling</i>		<b>Spelling</b> Understand how to 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)	
LITERATURE	<b>How texts reflect the context of culture and situation in which they are created</b> Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	<b>Personal responses to the ideas, characters and viewpoints in texts</b> Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	<b>Expressing preferences and evaluating texts</b> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)  Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	<b>Features of literary texts</b> Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	<b>Language devices in literary texts, including figurative language</b> Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry, for example haiku, tankas, couplets, free verse and verse novels (ACELT1623)	<b>Creating literary texts</b> Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	<b>Experimentation and adaptation</b> Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)
LITERACY	<b>Texts and the contexts in which they are used</b> Analyse and explain the effect of technological innovations on texts, particularly media texts (ACELY1765)	<b>Listening and speaking interactions</b> Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	<b>Listening and speaking interactions</b> Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning (ACELY1804)	<b>Oral presentations</b> Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	<b>Purpose and audience</b> Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	<b>Reading processes</b> Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	<b>Comprehension strategies</b> Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
	<b>Analysing and evaluating texts</b> Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences (ACELY1724)	<b>Creating texts</b> 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)	<b>Editing</b> Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	<b>Handwriting</b> Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods (ACELY1727)	<b>Use of software</b> Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts (ACELY1728)		

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Mathematics					
<b>Proficiency Strands</b>	<b>Understanding</b> 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	<b>Fluency</b> 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	<b>Problem Solving</b> 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	<b>Reasoning</b> 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	<i>The proficiency strands describe the actions in which students can engage when learning and using the content. While not all proficiency strands apply to every content description, they indicate the breadth of mathematical actions that teachers can emphasise.</i>
<b>NUMBER AND ALGEBRA</b>	<b>Number and place value</b> 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 (ACMNA280)	<b>Real numbers</b> Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line (ACMNA152) Solve problems involving addition and subtraction of fractions, including those with unrelated denominators (ACMNA153) Multiply and divide fractions and decimals using efficient written strategies and digital technologies (ACMNA154) Express one quantity as a fraction of another, with and without the use of digital technologies (ACMNA155) Round decimals to a specified number of decimal places (ACMNA156) Connect fractions, decimals and percentages and carry out simple conversions (ACMNA157) Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies. (ACMNA158) Recognise and solve problems involving simple ratios (ACMNA173)		<b>Money and financial mathematics</b> Investigate and calculate 'best buys', with and without digital technologies (ACMNA174)	<b>Patterns and algebra</b> Introduce the concept of variables as a way of representing numbers using letters (ACMNA175) Create algebraic expressions and evaluate them by substituting a given value for each variable (ACMNA176) Extend and apply the laws and properties of arithmetic to algebraic terms and expressions (ACMNA177)
	<b>Fractions and decimals</b> <i>This sequence ends in Year 6</i>				
<b>MEASUREMENT AND GEOMETRY</b>	<b>Using units of measurement</b> Establish the formulas for areas of rectangles, triangles and parallelograms, and use these in problem-solving (ACMMG159) Calculate volumes of rectangular prisms (ACMMG160)	<b>Shape</b> Draw different views of prisms and solids formed from combinations of prisms (ACMMG161)	<b>Location and transformation</b> Describe translations, reflections in an axis and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries (ACMMG181)	<b>Geometric reasoning</b> 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)	
<b>STATISTICS AND PROBABILITY</b>	<b>Chance</b> 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)		<b>Data representation and interpretation</b> 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)		
Science					
<b>SCIENCE UNDERSTANDING</b>	<b>Biological sciences</b> 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)	<b>Chemical sciences</b> Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques (ACSSU113)	<b>Earth and space sciences</b> Predictable 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)		<b>Physical sciences</b> Change to an object's motion is caused by unbalanced forces, including Earth's gravitational attraction, acting on the object (ACSSU117)
<b>SCIENCE AS A HUMAN ENDEAVOUR Y 7-8</b>	<b>Nature and development of science</b> Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available (ACSHE119) Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures (ACSHE223)		<b>Use and influence of science</b> Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE120) People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE121)		
<b>SCIENCE INQUIRY SKILLS Y 7-8</b>	<b>Questioning and predicting</b> Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)	<b>Planning and conducting</b> Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS125) Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSIS126)	<b>Processing and analysing data and information</b> Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships in data using digital technologies as appropriate (ACSIS129) Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS130)	<b>Evaluating</b> Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS131) Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS132)	<b>Communicating</b> Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS133)

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Humanities and Social Sciences					
HISTORY					
KNOWLEDGE AND UNDERSTANDING	<b>Overview</b> Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following: <ul style="list-style-type: none"> <li>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia (ACOKFH001)</li> <li>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) (ACOKFH002)</li> <li>key features of ancient societies (farming, trade, social classes, religion, rule of law) (ACOKFH003)</li> </ul>		<b>Depth studies</b> The depth studies for this year level include: <ol style="list-style-type: none"> <li>Investigating the ancient past</li> <li>The Mediterranean world (ONE of Egypt, Greece, Rome)</li> <li>The Asian world (ONE of China, India)</li> </ol>		
	<b>SKILLS Y 7-8</b>	<b>Chronology, terms and concepts</b> <ul style="list-style-type: none"> <li>Sequence historical events, developments and periods (ACHHS205) &amp; (ACHHS148)</li> <li>Use historical terms and concepts (ACHHS206) &amp; (ACHHS149)</li> </ul>	<b>Historical questions and research</b> <ul style="list-style-type: none"> <li>Identify a range of questions about the past to inform a historical inquiry (ACHHS207) &amp; (ACHHS150)</li> <li>Identify and locate relevant sources, using ICT and other methods (ACHHS208) &amp; (ACHHS151)</li> </ul>	<b>Analysis and use of resources</b> <ul style="list-style-type: none"> <li>Identify the origin and purpose of primary and secondary sources (ACHHS209) &amp; (ACHHS152)</li> <li>Locate, compare, select and use information from a range of sources as evidence (ACHHS210) &amp; (ACHHS153)</li> <li>Draw conclusions about the usefulness of sources (ACHHS211) &amp; (ACHHS154)</li> </ul>	<b>Perspectives and interpretations</b> <ul style="list-style-type: none"> <li>Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS212) &amp; (ACHHS155)</li> </ul>
GEOGRAPHY					
KNOWLEDGE AND UNDERSTANDING	<b>Water in the world</b> <ul style="list-style-type: none"> <li>Classification of environmental resources and the forms that water takes as a resource (ACHGK037)</li> <li>The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038)</li> <li>The quantity and variability of Australia's water resources compared with other continents (ACHGK039)</li> <li>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa (ACHGK040)</li> <li>Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041)</li> <li>Causes, impacts and responses to an atmospheric or hydrological hazard (ACHGK042)</li> </ul>		<b>Place and liveability</b> <ul style="list-style-type: none"> <li>Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (ACHGK043)</li> <li>The influence of accessibility to services and facilities on the liveability of places (ACHGK044)</li> <li>The influence of environmental quality on the liveability of places (ACHGK045)</li> <li>The influence of social connectedness and community identity on the liveability of places (ACHGK046)</li> <li>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)</li> </ul>		
	<b>INQUIRY AND SKILLS Y 7-8</b>	<b>Observing, questioning and planning</b> <ul style="list-style-type: none"> <li>Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGS047) &amp; (ACHGS055)</li> </ul>	<b>Collecting, recording, evaluating and representing</b> <ul style="list-style-type: none"> <li>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) &amp; (ACHGS056)</li> <li>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) &amp; (ACHGS057)</li> <li>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) &amp; (ACHGS058)</li> </ul>	<b>Interpreting, analysing and concluding</b> <ul style="list-style-type: none"> <li>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) &amp; (ACHGS059)</li> <li>Apply geographical concepts to draw conclusions based on the analysis of the data and information collected (ACHGS052) &amp; (ACHGS060)</li> </ul>	<b>Communicating</b> <ul style="list-style-type: none"> <li>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) &amp; (ACHGS061)</li> </ul>

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CIVICS AND CITIZENSHIP					
<b>KNOWLEDGE AND UNDERSTANDING</b>	<b>Government and democracy</b> <ul style="list-style-type: none"> <li>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)</li> <li>The process for constitutional change through a referendum (ACHCK049)</li> </ul>	<b>Law and citizens</b> <ul style="list-style-type: none"> <li>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)</li> </ul>	<b>Citizenship, diversity and identity</b> <ul style="list-style-type: none"> <li>How Australia is a secular nation and a multi-faith society (ACHCK051)</li> <li>How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society (ACHCK052)</li> <li>How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053)</li> </ul>		
<b>SKILLS Y 7-8</b>	<b>Questioning and research</b> <ul style="list-style-type: none"> <li>Develop a range of questions to investigate Australia's political and legal systems (ACHCS054) &amp; (ACHCS068)</li> <li>Identify, gather and sort information and ideas from a range of sources (ACHCS055) &amp; (ACHCS069)</li> </ul>	<b>Analysis, synthesis and interpretation</b> <ul style="list-style-type: none"> <li>Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS056) &amp; (ACHCS070)</li> </ul>	<b>Problem-solving and decision-making</b> <ul style="list-style-type: none"> <li>Appreciate multiple perspectives and use strategies to mediate differences (ACHCS057) &amp; (ACHCS071)</li> <li>Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS058) &amp; (ACHCS072)</li> </ul>	<b>Communication and reflection</b> <ul style="list-style-type: none"> <li>Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS059) &amp; (ACHCS073)</li> <li>Reflect on their role as a citizen in Australia's democracy (ACHCS060) &amp; (ACHCS074)</li> </ul>	
ECONOMICS AND BUSINESS					
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>The ways consumers and producers interact and respond to each other in the market (ACHEK017)</li> <li>Why and how individuals and businesses plan to achieve short-term and long-term personal, organisational and financial objectives (ACHEK018)</li> <li>Characteristics of entrepreneurs and successful businesses (ACHEK019)</li> <li>Why individuals work, types of work and how people derive an income (ACHEK020)</li> </ul>				
<b>SKILLS Y 7-8</b>	<b>Questioning and research</b> <ul style="list-style-type: none"> <li>Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES021) &amp; (ACHES032)</li> <li>Gather relevant data and information from a range of digital, online and print sources (ACHES022) &amp; (ACHES033)</li> </ul>	<b>Interpretation and analysis</b> <ul style="list-style-type: none"> <li>Interpret data and information displayed in different formats to identify relationships and trends (ACHES023) &amp; (ACHES034)</li> </ul>	<b>Economic reasoning, decision-making and application</b> <ul style="list-style-type: none"> <li>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) &amp; (ACHES035)</li> <li>Apply economics and business knowledge, skills and concepts in familiar and new situations (ACHES025) &amp; (ACHES036)</li> </ul>	<b>Communication and reflection</b> <ul style="list-style-type: none"> <li>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) &amp; (ACHES037)</li> </ul>	
The Arts					
	DANCE Y 7-8	DRAMA Y 7-8	MEDIA ARTS Y 7-8	MUSIC Y 7-8	VISUAL ARTS Y 7-8
<i>Exploring ideas and improvising with ways to represent ideas</i>	Combine elements of dance and improvise by making literal movements into abstract movements (ACADAM013)	Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes (ACADRM040)	Experiment with the organisation of ideas to structure stories through media conventions and genres to create points of view in images, sounds and text (ACAMAM066)	Experiment with texture and timbre in sound sources using aural skills (ACAMUM092)	Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork (ACAVAM118)
<i>Manipulating and applying the elements/ concepts with intent</i>	Develop their choreographic intent by applying the elements of dance to select and organise movement (ACADAM014)	Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions (ACADRM041)	Develop media representations to show familiar or shared social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM067)	Develop musical ideas, such as mood, by improvising, combining and manipulating the elements of music (ACAMUM093)	Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes (ACAVAM119)
<i>Developing and refining understanding of skills and techniques</i>	Practise and refine technical skills in style-specific techniques (ACADAM015)	Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning for theatrical effect (ACADRM042)	Develop and refine media production skills to shape the technical and symbolic elements of images, sounds and text for a specific purpose and meaning (ACAMAM068)	Practise and rehearse a variety of music, including Australian music to develop technical and expressive skills (ACAMUM094)	Develop planning skills for art-making by exploring techniques and processes used by different artists (ACAVAM120)
<i>Structuring and organising ideas into form</i>	Structure dances using choreographic devices and form (ACADAM016)	Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions, including contemporary Australian drama styles developed by Aboriginal and Torres Strait Islander dramatists (ACADRM043)	Plan, structure and design media artworks that engage audiences (ACAMAM069)	Perform and present a range of music, using techniques and expression appropriate to style (ACAMUM096)	Practise techniques and processes to enhance representation of ideas in their art-making (ACAVAM121)

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<i>Sharing artworks through performance, presentation or display</i>	Rehearse and perform focusing on expressive skills appropriate to style and/or choreographic intent (ACADAM017)	Perform devised and scripted drama maintaining commitment to role (ACADRM044)	Present media artworks for different community and institutional contexts with consideration of ethical and regulatory issues (ACAMAM070)	Structure compositions by combining and manipulating the elements of music using notation (ACAMUM095)	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience (ACAVAM122)
<i>Analysing and reflecting upon intentions</i>	Analyse how choreographers use elements of dance and production elements to communicate intent (ACADAR018)	Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning (ACADRR045)	Analyse how technical and symbolic elements are used in media artworks to create representations influenced by story, genre, values and points of view of particular audiences (ACAMAR071)	Analyse composers' use of the elements of music and stylistic features when listening to and interpreting music (ACAMUR097)	Analyse how artists use visual conventions in artworks (ACAVAR123)
<i>Responding to and interpreting artworks</i>	Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance-making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples (ACADAR019)	Identify and connect specific features and purposes of drama from contemporary and past times to explore viewpoints and enrich their drama making, starting with drama in Australia and including drama of Aboriginal and Torres Strait Islander Peoples (ACADRR046)	Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks (ACAMAR072)	Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples (ACAMUR098)	Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples (ACAVAR124)

Technologies	
	DIGITAL TECHNOLOGIES Y 7-8
<b>KNOWLEDGE AND UNDERSTANDING</b>	<p>Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance (ACTDIK023)</p> <p>Investigate how digital systems represent text, image and audio data in binary (ACTDIK024)</p>
<b>PROCESSES AND PRODUCTION SKILLS</b>	<p>Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025)</p> <p>Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026)</p> <p>Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027)</p> <p>Design the user experience of a digital system, generating, evaluating and communicating alternative designs (ACTDIP028)</p> <p>Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors (ACTDIP029)</p> <p>Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language (ACTDIP030)</p> <p>Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031)</p> <p>Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032)</p>
	DESIGN AND TECHNOLOGIES Y 7-8
	<p>Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029)</p> <p><i>By the end of Year 8 students will have had the opportunity to create designed solutions addressing the four technologies contexts below.</i></p> <p>Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031)</p> <p>Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032)</p> <p>Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033)</p> <p>Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034)</p>
	<p>Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035)</p> <p>Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036)</p> <p>Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037)</p> <p>Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038)</p> <p>Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039)</p>

Content for Year 7 - Learning area content descriptions

Health and Physical Education			
<b>PERSONAL, SOCIAL AND COMMUNITY HEALTH Y 7-8</b>	<b>Being healthy, safe and active sub-strand</b> Investigate the impact of transition and change on identities (ACPPS070) Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071) Practise and apply strategies to seek help for themselves or others (ACPPS072) Investigate and select strategies to promote health, safety and wellbeing (ACPPS073)	<b>Communicating and interacting for health and wellbeing sub-strand</b> Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074) Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) Evaluate health information and communicate their own and others' health concerns (ACPPS076)	<b>Contributing to health and active communities sub-strand</b> Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (ACPPS078) Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)
	<b>Moving our body sub-strand</b> Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations (ACPMP080) Practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)	<b>Understanding movement sub-strand</b> Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans (ACPMP083) Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences (ACPMP084) Participate in and investigate cultural and historical significance of a range of physical activities (ACPMP085)	<b>Learning through movement sub-strand</b> Practise and apply personal and social skills when undertaking a range of roles in physical activities (ACPMP086) Evaluate and justify reasons for decisions and choices of action when solving movement challenges (ACPMP087) Modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)
Languages			
	See <a href="http://www.australiancurriculum.edu.au">www.australiancurriculum.edu.au</a> 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		