| **Knowledge and understanding** | | | | | | |
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| **English** | **Science** | **Geography** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 8)*** | **Health and Physical Education**  ***(By the end of Year 8)*** |
| Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543) | Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSHE135) | Human causes and effects of landscape degradation (ACHGK051) | How laws are made in Australia through parliaments (statutory law) and through the courts (common law) (ACHCK063) | The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government (ACHEK027) | 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) | Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075) |
|  | People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSHE136) |  |  | The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028) |  |  |
|  |  |  |  | The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making (ACHEK029) |  |  |
|  |  |  |  | Types of businesses and the ways that businesses respond to opportunities in Australia (ACHEK030) |  |  |
|  |  |  |  | Influences on the ways people work and factors that might affect work in the future (ACHEK031) |  |  |

| **Competencies and skills** | | | | | | | |
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| **English** | **Mathematics** | **Science** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 8)*** | **Digital Technologies**  ***(By the end of Year 8)*** | **Health and Physical Education**  ***(By the end of Year 8)*** |
| Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548) | Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183) | 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 (ACSIS144) | Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS070) | Interpret data and information displayed in different formats to identify relationships and trends (ACHES034) | Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions (ACTDEK031) | Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness (ACTDIP025) | Investigate and select strategies to promote health, safety and wellbeing (ACPPS073) |
| Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view (ACELY1734) | Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187) | Summarise data, from students’ own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence (ACSIS145) | Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS073) | 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 (ACHES037) | Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032) | Analyse and visualise data using a range of software to create information, and use structured data to model objects or events (ACTDIP026) | Evaluate health information and communicate their own and others’ health concerns (ACPPS076) |
| Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener (ACELY1735) | Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188) | Reflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements (ACSIS146) |  |  | Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating (ACTDEK033) |  |  |
|  | Solve problems involving profit and loss, with and without digital technologies (ACMNA189) | Use scientific knowledge and findings from investigations to evaluate claims based on evidence (ACSIS234) |  |  | Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034) |  |  |
|  | Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution (ACMNA194) | Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate (ACSIS148) |  |  | Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037) |  |  |
|  | Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293) |  |  |  |  |  |  |
|  | Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207) |  |  |  |  |  |  |

| **Responsibility and enterprise** | | | | | | | |
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| **Mathematics** | **Science** | **Geography** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 8)*** | **Digital Technologies**  ***(By the end of Year 8)*** | **Health and Physical Education**  ***(By the end of Year 8)*** |
| Investigate techniques for collecting data, including census, sampling and observation (ACMSP284) | Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS139) | 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 (ACHGS062) | Appreciate multiple perspectives and use strategies to mediate differences (ACHCS071) | Develop questions about an economic or business issue or event, and plan and conduct an investigation or project (ACHES032) | 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) | Define and decompose real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints (ACTDIP027) | Investigate the impact of transition and change on identities ACPPS070) |
| Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206) | Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed (ACSIS140) |  | Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS072) | Gather relevant data and information from a range of digital, online and print sources (ACHES033) | Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques (ACTDEP036) | Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability (ACTDIP031) | Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077) |
|  | Measure and control variables, select equipment appropriate to the task and collect data with accuracy (ACSIS141) |  | Develop a range of questions to investigate Australia’s political and legal systems (ACHCS068) | 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 (ACHES035) | Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038) | Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account (ACTDIP032) |  |
|  |  |  | Identify, gather and sort information and ideas from a range of sources (ACHCS069) |  | Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039) |  |  |
|  |  |  | Reflect on their role as a citizen in Australia’s democracy (ACHCS074) |  |  |  |  |

| **Knowledge and understanding**  *Typically by the end of Year 8, students:* | | | |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| compare, order and use positive and negative numbers to solve everyday problems | understand that there are various methods of collaboration through computer-mediated communications that vary in form and control | examine influences on and consequences of their emotional responses in learning, social and work-related contexts | analyse behaviours that exemplify the dimensions and challenges of ethical concepts |
| visualise and describe the proportions of percentages, ratios and rates | explain the benefits and risks of the use of ICT for particular people in work and home environments | make a realistic assessment of their abilities and achievements, and prioritise areas for improvement | analyse the ethical dimensions of beliefs and the need for action in a range of settings |
| describe and explain why the actual results of chance events are not always the same as expected results |  |  | analyse inconsistencies in personal reasoning and societal ethical decision-making |

| **Competencies and skills**  *Typically by the end of Year 8, students:* | | | | | | |
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| **Literacy** | **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations | solve complex problems by estimating and calculating using efficient mental, written and digital strategies | assess the suitability of data or information using appropriate own criteria | clarify information and ideas from texts or images when exploring challenging issues | select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals | analyse perceptions of occurrences and possible ethical response in challenging scenarios | identify and challenge stereotypes and prejudices in the representation of group, national and regional identities |
| listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas | identify and justify ‘best value for money’ decisions |  | critically analyse information and evidence according to criteria such as validity and relevance | analyse enablers of and barriers to effective verbal, nonverbal and digital communication |  |  |
| interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies | identify trends using number rules and relationships |  | identify gaps in reasoning and missing elements in information | assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations |  |  |
| compose and edit longer sustained learning area texts | solve problems using simple percentages, ratios and rates |  |  |  |  |  |
| use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts | compare, interpret and assess the effectiveness of different data displays of the same information |  |  |  |  |  |
| plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience |  |  |  |  |  |  |
| use wide knowledge of the structure and features of learning area texts to comprehend and compose texts, using creative adaptations of text structures and conventions for citing others |  |  |  |  |  |  |
| use language to evaluate an object, action or text, and language that is designed to persuade the reader/viewer |  |  |  |  |  |  |
| use a wide range of new specialist and topic vocabulary to contribute to the specificity, authority and abstraction of texts |  |  |  |  |  |  |
| analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning |  |  |  |  |  |  |

| **Responsibility and enterprise**  *Typically by the end of Year 8, students:* | | | | |
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| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| apply practices that comply with legal obligations regarding the ownership and use of digital products resources | pose questions to probe assumptions and investigate complex issues | critique their effectiveness in working independently by identifying enablers and barriers to achieving goals | investigate scenarios that highlight ways that personal dispositions and actions can affect consequences | assess diverse perspectives and the assumptions on which they are based |
| independently apply strategies for determining the appropriate type of digital information suited to the location of storage and adequate security for online environments | draw parallels between known and new ideas to create new ways of achieving goals | assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence | assess the relevance of beliefs and the role and application of values in social practices | imagine and describe the feelings and motivations of people in challenging situations |
| identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT and apply generally accepted social protocols when using ICT to collaborate with local and global communities | generate alternatives and innovative solutions, and adapt ideas, including when information is limited or conflicting | acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view | analyse rights and responsibilities in relation to the duties of a responsible citizen |  |
| use a range of ICT to analyse information in terms of implicit patterns and structures as a basis to plan an information search or generation | predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action | analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities | draw conclusions from a range of points of view associated with challenging ethical dilemmas |  |
| locate, retrieve or generate information using search facilities and organise information in meaningful ways | justify reasons for decisions when transferring information to similar and different contexts | assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives |  |  |
| use appropriate ICT to collaboratively generate ideas and develop plans | differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions | assess individual and group decision-making processes in challenging situations |  |  |
| design and modify simple digital solutions, or multimodal creative outputs or data transformations for particular audiences and purposes following recognised conventions | explain intentions and justify ideas, methods and courses of action, and account for expected and unexpected outcomes against criteria they have identified | plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals |  |  |
| select and use appropriate ICT tools safely to lead groups in sharing and exchanging information, and taking part in online projects or active collaborations with appropriate global audiences |  |  |  |  |