

## ONLINE SAFETY – Years 9 and 10

### Introduction

The Australian Curriculum Years 9 and 10 addresses learning about online safety in two ways:

- in content descriptions in Health and Physical Education, Digital Technologies, English, History, Geography, Civics and Citizenship, Economics and Business, Media Arts, and Work Studies
- where it is also identified in content elaborations in these learning areas/subjects.

The scope of learning in online safety reflects relevant content from across the Australian Curriculum.

The Australian Curriculum Connection: Online safety provides a framework for all young Australians to develop the skills needed to flourish as healthy, safe, confident and digitally literate citizens. The online safety connection has been presented in bands of schooling.



The following table identifies how the scope of online safety is evident in content descriptions from across the Australian Curriculum. From this information, teachers could develop a sequential program for online safety.

### Year 9

Learning area/subject	Strand/sub-strand	Year 9 content descriptions	Dimension	Year 9 content elaborations
<b>Health and Physical Education (Years 9–10)</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted</li> <li>evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</li> </ul>
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Respectful relationships</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment</li> <li>evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships</li> <li>analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising emotions involved</li> </ul>
<b>Digital Technologies (Years 9–10)</b>	Digital Technologies processes and production skills	Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>examining the ICT policy for schooling and evaluating the impact on education</li> <li>reviewing the 'terms of use' policies of social media networks and predicting ways in which these can support advocacy of change and protection of individuals and societies</li> <li>reviewing state, national and regional policies and analysing the potential impact of each. Examples of policies include: <i>Australian Government Protective Security policy Framework, the Australian Government ICT Sustainability Plan 2010-2015; the Green Growth policy in Korea and the Korean National Strategy for Sustainable Development</i></li> </ul>

Learning area/subject	Strand/sub-strand	Year 9 content descriptions	Dimension	Year 9 content elaborations
		Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)	<ul style="list-style-type: none"> <li>• Values rights and responsibilities</li> <li>• Respectful relationships</li> <li>• Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>• investigating legal responsibilities of organisations regarding the storage, communication and disposal of personal and organisational data, for example the Australian Privacy Principles as they apply to intellectual property</li> <li>• applying techniques to make ethical decisions when faced with dilemmas about security and ownership of data, for example selecting an action that results in the greatest benefit for the most number of people; avoiding the use of photos of deceased persons from Aboriginal and Torres Strait Islander communities</li> </ul>
		Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Respectful relationships</li> <li>• Digital media literacy</li> <li>• Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>• investigating major causes of threats to data, for example human actions such as losing a storage device, disclosing passwords, theft and fraud</li> </ul>
<b>History</b>	Historical skills <i>Historical questions and research</i>	Identify and locate relevant sources, using ICT and other methods (ACHHS168)	<ul style="list-style-type: none"> <li>• Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>• locating historical sources from archives, museums and online collections</li> </ul>
	Historical skills <i>Analysis and use of sources</i>	Identify the origin and purpose of primary and secondary sources (ACHHS169)	<ul style="list-style-type: none"> <li>• Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>• explaining the contextual significance of a source, such as Frank Hurley's World War I photos, and identifying the purpose of Hurley's creation of composite photos</li> </ul>
		Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)	<ul style="list-style-type: none"> <li>• Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>• understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided; however, it may still be useful in revealing past prevailing attitudes)</li> </ul>
	Historical skills <i>Explanation and communication</i>	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)	<ul style="list-style-type: none"> <li>• Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• using online conferencing and other forms of ICT to discuss historical questions and issues</li> </ul>

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<b>Geography</b>	Geographical knowledge and understanding <i>Geographies of interconnections</i>	The way transportation and information and communication technologies are used to connect people to services, information and people in other places (ACHGK066)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>describing the differences in people's access to the internet between and within countries and exploring how information and communication technologies are being used to connect people to information, services and people in other places (for example, in rural areas across Australia and the world, including selected countries of the Asia region)</li> <li>examining how information and communication technologies have made it possible for places (for example, in India and the Philippines) to provide a range of global business services</li> <li>exploring how transport and information networks operate to connect people to services, including how supply-chain logistics influence these connections</li> </ul>
	Geographical inquiry skills <i>Collecting, recording, evaluating and representing</i>	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 (ACHGS064)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys and interviews and experiments, or taking photographs) about challenges to food production or the effects of people's travel, recreational, cultural or leisure choices on places</li> <li>collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)</li> <li>collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities</li> </ul>

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	Geographical inquiry skills <i>Communicating</i>	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070)	<ul style="list-style-type: none"> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>presenting an oral response, supported by visual aids including maps, to communicate a reasoned argument about a contemporary geographical issue, and responding to questions</li> </ul>
<b>Civics and Citizenship</b>	Civics and Citizenship knowledge and understanding <i>Citizenship, diversity and identity</i>	The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>analysing how media represent different groups in Australian society and assessing the impact those representations have on community cohesiveness</li> <li>investigating a human rights campaign that uses social media and how members of the public have engaged in the issue</li> </ul>
	Civics and citizenship skills <i>Analysis, synthesis and interpretation</i>	Account for different interpretations and points of view (ACHCS085)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>taking on roles for a discussion to explore various points of view about a contemporary political or social issue</li> <li>developing an evidence-based argument which recognises different interpretations (for example, about the role of social media in contemporary debates)</li> </ul>
<b>Economics and Business</b>	Economics and Business skills <i>Questioning and research</i>	Gather relevant data and information from a range of digital, online and print resources (ACHES044)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>using strategies to determine the reliability of information collected (for example, taking into account the author, purpose, audience, medium)</li> <li>explaining assumptions or missing information in sources that may affect the reliability of an opinion about the issue</li> </ul>

Learning area/subject	Strand/sub-strand	Year 9 content descriptions	Dimension	Year 9 content elaborations
<b>Media Arts</b> (Years 9–10)		Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)	<ul style="list-style-type: none"> <li>• Values, rights and responsibilities</li> <li>• Digital media literacy</li> <li>• Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>• producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities</li> <li>• considering viewpoints –critical theories: For example –What are the social implications of a viral marketing campaign?</li> <li>• organising and curating a social media arts festival or exhibition</li> </ul>
		Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)	<ul style="list-style-type: none"> <li>• Digital media literacy</li> <li>• Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>• comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event</li> <li>• deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples</li> </ul>
<b>Work Studies</b>	Skills for learning and work <i>Work skills</i>	Identify types of workplace communication and the effect of context on the choice of communication (ACWSCL007)	<ul style="list-style-type: none"> <li>• Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>• contrasting the types of communication used among peers, in the classroom, within schools, across cultures and in workplaces</li> <li>• categorising types of communication according to their suitability in work contexts</li> <li>• describing the value of cross-cultural communication in 21st century workplaces, both in the context of regional engagement with Asia and reconciliation in Australia</li> </ul>
		Differentiate between work-related and personal use of social media (ACWSCL008)	<ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>• determining the types of social media used in workplaces and the reasons for their use</li> <li>• explaining why personal and workplace online identities differ</li> <li>• investigating online identities and determining which would appeal to a future employer</li> <li>• investigating the implications for future career paths of unwise use of social media</li> </ul>

Year 10

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<b>Health and Physical Education (Years 9–10)</b>	Personal, social and community health <i>Being healthy, safe and active</i>	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>critiquing images and messages in the media that portray what it means to have a good time and be fun to be around, and evaluating how these images can be interpreted</li> <li>evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing</li> </ul>
	Personal, social and community health <i>Communicating and interacting for health and wellbeing</i>	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Respectful relationships</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment</li> <li>evaluating situations where an individual may react with extreme emotion and reflecting on the impact that this response may have on the situation and/or their relationships</li> <li>analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising emotions involved</li> </ul>
<b>Digital Technologies (Years 9–10)</b>	Digital Technologies processes and production skills	Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise (ACTDIP042)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>investigating techniques used by people and organisations to shape how information systems are used, for example refusing to use innovations, using social media to advocate behaviours, purchasing devices, withdrawing previous processes that can now only be performed by an information system examining the ICT policy for schooling and evaluating the impact on education</li> <li>reviewing the 'terms of use' policies of social media networks and predicting ways in which these can support advocacy of change and protection of individuals and societies</li> </ul>

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				<ul style="list-style-type: none"> <li>reviewing state, national and regional policies and analysing the potential impact of each. Examples of policies include: <i>Australian Government Protective Security policy Framework, the Australian Government ICT Sustainability Plan 2010-2015; the Green Growth policy in Korea and the Korean National Strategy for Sustainable Development</i></li> </ul>
		Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043)	<ul style="list-style-type: none"> <li>Values rights and responsibilities</li> <li>Respectful relationships</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>investigating legal responsibilities of organisations regarding the storage, communication and disposal of personal and organisational data, for example the Australian Privacy Principles as they apply to intellectual property</li> <li>applying techniques to make ethical decisions when faced with dilemmas about security and ownership of data, for example selecting an action that results in the greatest benefit for the most number of people; avoiding the use of photos of deceased persons from Aboriginal and Torres Strait Islander communities</li> </ul>
		Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044)	<ul style="list-style-type: none"> <li>Wellbeing</li> <li>Respectful relationships</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>investigating major causes of threats to data, for example human actions such as losing a storage device, disclosing passwords, theft and fraud</li> </ul>
<b>History</b>	Historical skills <i>Analysis and use of sources</i>	Identify the origin and purpose of primary and secondary sources (ACHHS187)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>using data from immigration records and processing them using ICT to identify historical trends over time</li> </ul>

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		Evaluate the reliability and usefulness of primary and secondary sources (ACHHS189)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>understanding that the reliability and usefulness of a source depends on the questions asked of it (for example, an account may be one-sided and therefore of use in revealing past prevailing attitudes)</li> </ul>
	Historical skills <i>Explanation and communication</i>	Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)	<ul style="list-style-type: none"> <li>Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>designing a poster that outlines the main arguments against French nuclear testing in the Pacific and explaining the nature and reliability of the sources used to construct the poster</li> </ul>
<b>Geography</b>	Geographical inquiry skills <i>Collecting, recording, evaluating and representing</i>	Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS073)	<ul style="list-style-type: none"> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>gathering relevant data from a range of primary sources (for example, from observation and annotated field sketches, conducting surveys, interviews and experiments, or taking photographs) about human-induced environmental changes.</li> <li>collecting geographical information from secondary sources (for example, topographic maps, thematic maps, choropleth maps, weather maps, climate graphs, compound column graphs and population pyramids, scatter plots, tables, satellite images and aerial photographs, reports, census data and the media)</li> <li>collecting quantitative and qualitative data using ethical research methods, including the use of protocols for consultation with Aboriginal and Torres Strait Islander communities</li> <li>using Gapminder or United Nations statistics to collect data on countries to answer an inquiry question</li> </ul>
		Represent multivariable in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS074)	<ul style="list-style-type: none"> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>using digital technologies such as Gapminder to support the illustration and analysis of geographical variables</li> </ul>

Learning area/subject	Strand/sub-strand	Year 10 content descriptions	Dimension	Year 10 content elaborations
	Geographical inquiry skills <i>Communicating</i>	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS079)	<ul style="list-style-type: none"> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>constructing a logical argument, supported by evidence (for example, accounting for observed patterns in wellbeing at the local, national and global scales), and responding to questions</li> </ul>
<b>Civics and Citizenship</b>	Civics and Citizenship skills <i>Analysis, synthesis and interpretation</i>	Account for different interpretations and points of view (ACHCS098)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Respectful relationships</li> </ul>	<ul style="list-style-type: none"> <li>identifying the values, motivations and contexts which underpin different interpretations about civics and citizenship topics and issues</li> <li>developing an evidence-based argument that includes a rebuttal of an alternative point of view (for example, about Australia's commitment to its international legal obligations)</li> </ul>
<b>Economics and Business</b>	Economics and Business skills <i>Questioning and research</i>	Gather relevant data and information from a range of digital, online and print resources (ACHES056)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>determining the source and reliability of data and information and explaining assumptions or missing information in sources that may affect reliability</li> </ul>
<b>English</b>	Language <i>Language for interaction</i>	Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on experiences of when language includes, distances or marginalises others</li> <li>creating texts that represent personal belief systems (such as credos, statements of ethical judgements, guidelines, letters to the editor and blog entries)</li> </ul>

Learning area/subject	Strand/sub-strand	Year 10 content descriptions	Dimension	Year 10 content elaborations
<b>Media Arts</b> (Years 9–10)		Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues (ACAMAM077)	<ul style="list-style-type: none"> <li>Values, rights and responsibilities</li> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>producing media artworks for safe posting on suitable social media sharing sites, taking account of ethical and legal responsibilities</li> <li>considering viewpoints –critical theories: For example –What are the social implications of a viral marketing campaign?</li> <li>organising and curating a social media arts festival or exhibition</li> </ul>
		Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>comparing the same idea, event or story presented in artworks in different media, explaining how different technical and symbolic elements are used to engage audiences and influence personal perceptions, for example, comparing two media artworks dealing with a current news event</li> <li>deconstructing film or television work that includes representation of Aboriginal and Torres Strait Islander Peoples</li> </ul>
<b>Work Studies</b>	Skills for learning and work <i>Work skills</i>	Select and use appropriate protocols for communication in workplace contexts (ACWSCL026)	<ul style="list-style-type: none"> <li>Respectful relationships</li> <li>Digital media literacy</li> </ul>	<ul style="list-style-type: none"> <li>recognising and evaluating the effectiveness of day-to-day workplace communication</li> <li>evaluating the effectiveness of different ways of presenting and communicating information and ideas</li> <li>adhering to confidentiality protocols in work contexts</li> <li>using appropriate language, tone and non-verbal behaviours in workplaces including cross-cultural contexts</li> </ul>
		Evaluate a range of online communication tools used in work contexts (ACWSCL027)	<ul style="list-style-type: none"> <li>Digital media literacy</li> <li>Informed and safe use of information and devices</li> </ul>	<ul style="list-style-type: none"> <li>identifying the risks of online communication such as identity theft and phishing scams</li> <li>determining the strategies used to protect work-related information</li> <li>examining the various methods used by employers to recruit and select staff including the use of social media and online mediums</li> </ul>