| **Knowledge and understanding** | | | | | | | |
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| **English** | **Science** | **Geography** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 10)*** | **Health and Physical Education**  ***(By the end of Year 10)*** | **Work Studies** |
| Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553) | People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities (ACSHE160) | Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations (ACHGK061) | The process through which government policy is shaped and developed, including the role of Prime Minister (ACHCK103) | Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038) | Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040) | Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) | Outline how past learning experiences influence attitudes towards, and outcomes of, learning (ACWSCL001) |
|  | Values and needs of contemporary society can influence the focus of scientific research (ACSHE228) | Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063) |  | Why and how participants in the global economy are dependent on each other (ACHEK039) | Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041) |  | Describe the implications of individual learning preferences for learning at home, school, work and in the community (ACWSCL002) |
|  |  | The capacity of the world’s environments to sustainably feed the projected future global population (ACHGK064) |  | Why and how people manage financial risks and rewards in the current Australian and global financial landscape (ACHEK040) |  |  | Identify the attitudes and skills required for self-directed and lifelong learning (ACWSCL003) |
|  |  | The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067) |  | The nature of innovation and how and why businesses seek to create and maintain a competitive advantage in the market, including the global market (ACHEK041) |  |  | Explain the importance of active and lifelong learning for personal and community development (ACWSCL004) |
|  |  | The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (ACHGK068) |  | The changing roles and responsibilities of participants in the Australian or global workplace (ACHEK042) |  |  | Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006) |
|  |  |  |  |  |  |  | Identify types of workplace communication and the effect of context on the choice of communication (ACWSCL007) |
|  |  |  |  |  |  |  | Differentiate between work-related and personal use of social media (ACWSCL008) |
|  |  |  |  |  |  |  | Explain the importance of teamwork and collaboration in school, community and work-related contexts (ACWSCL009) |
|  |  |  |  |  |  |  | Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010) |
|  |  |  |  |  |  |  | Explain how the application of entrepreneurial behaviours can address a range of work and community challenges and provide benefits personally and to the community (ACWSCL011) |
|  |  |  |  |  |  |  | Recognise the importance of self-awareness in career and life design (ACWSCL013) |
|  |  |  |  |  |  |  | Describe the nature of work in Australia and the implications for current and future work opportunities (ACWSCL015) |
|  |  |  |  |  |  |  | Recognise the effects of work culture on ways of working (ACWSCL016) |
|  |  |  |  |  |  |  | Identify the importance of rights and responsibilities for employers and workers (ACWSCL019) |
|  |  |  |  |  |  |  | Investigate formal and informal recruitment processes (ACWSCL017) |

| **Competencies and skills** | | | | | | | | |
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| **English** | **Mathematics** | **Science** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 10)*** | **Digital Technologies**  ***(By the end of Year 10)*** | **Health and Physical Education**  ***(By the end of Year 10)*** | **Work Studies** |
| Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560) | Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems (ACMNA208) | Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165) | The influence of a range of media, including social media, in shaping identities and attitudes to diversity (ACHCK080) | Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) | Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043) | Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements (ACTDIP036) | Critically analyse and apply health information from a range of sources to health decisions (ACPPS095) | Source career information and resources (ACWSCL014) |
| Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744) | Solve problems involving simple interest (ACMNA211) | Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166) | Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) | Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts (ACHES048) | Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre (ACTDEK044) | Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data (ACTDIP037) |  |  |
| Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745) | Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations (ACMNA296) | Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data (ACSIS171) | Account for different interpretations and points of view (ACHCS085) |  | Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045) |  |  |  |
|  | Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’ (ACMSP282) | Critically analyse the validity of information in primary and secondary sources and evaluate the approaches used to solve problems (ACSIS172) | Present evidence-based civics and citizenship arguments using subject-specific language (ACHCS088) |  | Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046) |  |  |  |
|  | Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread (ACMSP283) | Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (ACSIS174) |  |  | Investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047) |  |  |  |
|  |  |  |  |  | Work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions (ACTDEP050) |  |  |  |

| **Responsibility and enterprise** | | | | | | | | |
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| **Mathematics** | **Science** | **Geography** | **Civics and Citizenship** | **Economics and Business** | **Design and Technologies**  ***(By the end of Year 10)*** | **Digital Technologies**  ***(By the end of Year 10)*** | **Health and Physical Education**  ***(By the end of Year 10)*** | **Work Studies** |
| Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians (ACMSP227) | Formulate questions or hypotheses that can be investigated scientifically (ACSIS164) | Reflect on and evaluate findings of an inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic, political and social considerations; and explain the predicted outcomes and consequences of their proposal (ACHGS071) | Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues (ACHCS086) | Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation (ACHES043) | Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (ACTDEP048) | Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (ACTDIP038) | Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089) | Plan and implement strategies and processes to improve their learning and enhance the potential to realise their aspirations and personal wellbeing (ACWSCL005) |
| Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly and from secondary sources (ACMSP228) | Plan, select and use appropriate investigation types, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods (ACSIS165) |  | Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action (ACHCS087) | Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) | Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049) | 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) | Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) | Practise the skills and attributes underpinning entrepreneurial behaviours (ACWSCL012) |
|  | Select and use appropriate equipment, including digital technologies, to collect and record data systematically and accurately (ACSIS166) |  | How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079) | Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action (ACHES046) | Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability (ACTDEP051) | Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities (ACTDIP043) |  |  |
|  |  |  | Develop, select and evaluate a range of questions to investigate Australia’s political and legal systems (ACHCS082) | Reflect on the intended and unintended consequences of economic and business decisions (ACHES049) | Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052) | Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability (ACTDIP044) |  |  |
|  |  |  | Identify, gather and sort information and ideas from a range of sources and reference as appropriate (ACHCS083) |  |  |  |  |  |
|  |  |  | Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) |  |  |  |  |  |

| **Knowledge and understanding**  *Typically by the end of Year 10, students:* | | | |
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| **Numeracy** | **Information and Communication Technology (ICT) Capability** | **Personal and Social Capability** | **Ethical Understanding** |
| illustrate and order relationships for fractions, decimals, percentages, ratios and rates | understand that computer-mediated communications have advantages and disadvantages in supporting active participation in a community of practice and the management of collaboration on digital materials | reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts | critique generalised statements about ethical concepts |
| explain the likelihood of multiple events occurring together by giving examples of situations when they might happen | assess the impact of ICT in the workplace and in society, and speculate on its role in the future and how they can influence its use | assess their strengths and challenges and devise personally appropriate strategies to achieve future success | distinguish between the ethical and non-ethical dimensions of complex issues |
|  |  |  | investigate reasons for clashes of beliefs in issues of personal, social and global importance |

| **Competencies and skills**  *Typically by the end of Year 10, 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 wide range of more demanding subject-specific texts with an extensive range of graphic representations | solve and model problems involving complex data by estimating and calculating using a variety of efficient mental, written and digital strategies | develop and use criteria systematically to evaluate the quality, suitability and credibility of located data or information and sources | clarify complex information and ideas drawn from a range of sources | critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts | evaluate diverse perceptions and ethical bases of action in complex contexts | critique the use of stereotypes and prejudices in texts and issues concerning specific cultural groups at national, regional and global levels |
| listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions | evaluate financial plans to support specific financial goals |  | critically analyse independently sourced information to determine bias and reliability | formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks |  |  |
| interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies | explain how the practical application of patterns can be used to identify trends |  | analyse reasoning used in finding and applying solutions, and in choice of resources | generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts |  |  |
| compose and edit longer and more complex learning area texts | solve problems involving fractions, decimals, percentages, ratios and rates |  |  |  |  |  |
| use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts | evaluate media statistics and trends by linking claims to data displays, statistics and representative data |  |  |  |  |  |
| plan, research, rehearse and deliver presentations on more complex issues and learning area topics, combining visual and multimodal elements creatively to present ideas and information and support opinions and engage and persuade an audience |  |  |  |  |  |  |
| use comprehensive knowledge of the structure and features of learning area texts to comprehend and compose complex texts in innovative ways, using conventions for citing others |  |  |  |  |  |  |
| use language that indirectly expresses opinions and constructs representations of people and events, and consider expressed and implied judgments |  |  |  |  |  |  |
| use subject-specific vocabulary to express abstract concepts, and refine vocabulary choices to discriminate between shades of meaning |  |  |  |  |  |  |
| evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances |  |  |  |  |  |  |

| **Responsibility and enterprise**  *Typically by the end of Year 10, students:* | | | | |
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| **Information and Communication Technology (ICT) Capability** | **Critical and Creative Thinking** | **Personal and Social Capability** | **Ethical Understanding** | **Intercultural Understanding** |
| identify and describe ethical dilemmas and consciously apply practices that protect intellectual property | pose questions to critically analyse complex issues and abstract ideas | establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes | analyse the objectivity or subjectivity behind decision-making where there are many possible consequences | present a balanced view on issues where conflicting views cannot easily be resolved |
| use a range of strategies for securing and protecting information, assess the risks associated with online environments and establish appropriate security strategies and codes of conduct | create and connect complex ideas using imagery, analogies and symbolism | evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations | analyse and explain the interplay of values in national and international forums and policymaking | recognise the effect that empathising with others has on their own feelings, motivations and actions |
| independently apply appropriate strategies to protect rights, identity, privacy and emotional safety of others when using ICT, and discriminate between protocols suitable for different communication tools when collaborating with local and global communities | speculate on creative options to modify ideas when circumstances change | articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views | evaluate the merits of conflicting rights and responsibilities in global contexts |  |
| select and use a range of ICT independently and collaboratively, analyse information to frame questions and plan search strategies or data generation | assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action | plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels | use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas |  |
| use advanced search tools and techniques or simulations and digital models to locate or generate precise data and information that supports the development of new understandings | identify, plan and justify transference of knowledge to new contexts | critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks |  |  |
| select and use ICT to articulate ideas and concepts, and plan the development of complex solutions | use logical and abstract thinking to analyse and synthesise complex information to inform a course of action | develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision-making |  |  |
| design, modify and manage complex digital solutions, or multimodal creative outputs or data transformations for a range of audiences and purposes | evaluate the effectiveness of ideas, products and performances and implement courses of action to achieve desired outcomes against criteria they have identified | propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely |  |  |
| select and use a range of ICT tools efficiently and safely to share and exchange information, and to collaboratively and purposefully construct knowledge |  |  |  |  |