STATE GRAFFITI
TASKFORCE

Assessment rubric for Goodbye Graffiti: *Early Adolescence* Curriculum Materials

This rubric describes a continuum of achievement that students may achieve by undertaking the activities in the Goodbye Graffiti: *Early Adolescence* Curriculum Materials. Rubrics are created from the Pre-Primary to Year 10 Western Australian Curriculum and Achievement Standards.

Learning outcome	Year 7	Year 8	Year 9	Year 10
Text structure and organisation: purpose. audience and structure	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.	Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication.	Understand that authors innovate with text structures and language for specific purposes and effects.	Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
Punctuation	Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses.	Understand the use of punctuation conventions including colons, semicolons, dashes and brackets in formal and informal texts.	Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes.	Understand conventions for citing others, and how to reference these in different ways.
Sentence and clause level grammar	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.	Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause.	Explain how authors creatively use the structures of sentences and clauses for particular effects.	Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts.
Word level grammar	Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns.	Understand the effect of nominalisation in the writing of informative and persuasive texts.	Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text.	Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction.
Visual language	Analyse how point of view is generated in visual texts by means of choices, for example gaze, angle and social distance.	Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning.	Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning.	Evaluate the impact on audiences of different choices in the representation of still and moving images.
Vocabulary	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.	Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts.	Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.	Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.

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Spelling	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.	Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations.	Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech.	Understand how to use knowledge of the spelling system to spell unusual and technical words accurately, for example those based on uncommon Greek and Latin roots.
Literature and content	Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.	Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups. Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors.	Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts.	Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts.
Personal responses	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.	Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.	Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text.	Reflect on, extend, endorse or refute others' interpretations of and responses to literature.
Expressing preferences	Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts. Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage.	Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups. Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.	Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context. Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts.	Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response. Evaluate the social, moral and ethical positions represented in texts.
Creating literary texts	Create literary texts that adapt stylistic features encountered in other texts, for example, narrative viewpoint, structure of stanzas, contrast and juxtaposition.	Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects.	Create literary texts, including hybrid texts that innovate on aspects of other texts, for example by using parody, allusion and appropriation.	Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts.

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Experimentation and adaptation	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.	Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts.	Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink.	Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features and for a specific purpose and intended audience. Create imaginative texts that make relevant thematic and intertextual connections with other text.
Text in context	Analyse and explain the effect of technological innovations on texts, particularly media texts.	Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication.	Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts.	Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices.
Listening and speaking interactions	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. 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.	Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives. Use interaction skills for identified purposes, using voice and language conventions to suit different situations, selecting vocabulary, modulating voice and using elements such as music, images and sound for specific effects.	Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways. Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects.	Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage. Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences.
Oral presentations	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.	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints.	Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes.	Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements to influence a course of action.
Recognising and analysing differences between different types of texts	Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose.	Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.	Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts.	Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

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Reading processes	Use prior knowledge and text processing strategies to interpret a range of types of texts.	Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts.	Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.	Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts.
Comprehension strategies	Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.	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.	Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts.	Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence.
Creating texts	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.	Create imaginative, informative and persuasive texts that raise issues, report events, and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate.	Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features.	Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes, and that reflect upon challenging and complex issues.
Editing	Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact.	Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts.	Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features.	Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features, to achieve particular purposes and effects.
Use of software	Use a range of software, including word processing programs, to confidently create, edit and publish written and multimodal texts.	Use a range of software, including word processing programs to create, edit and publish texts imaginatively.	Use a range of software, including word processing programs, flexibly and imaginatively to publish texts.	Use a range of software, including word processing programs, confidently, flexibly and imaginatively to publish texts, considering the identified purpose and the characteristics of the user.
Being healthy, safe and active	Identify feelings and emotions associated with transitions. Practise self-talk and help-seeking strategies to manage these transitions. Use strategies to make informed choices to promote health, safety and well being.	Use strategies for managing the changing nature of peer and family relationships. Use communication techniques to persuade someone to seek help. Use skills and strategies to promote physical and mental health, safety and well being in various environments.	Identify factors that shape identities and adolescent health behaviours. Use skills to deal with challenging or unsafe situations. Employ actions and strategies to enhance health and well being in a range of environments. Identify the impact of external influences on the ability of adolescents to make healthy and safe choices.	Identify the impact of societal and cultural influences on personal identity and health behaviour. Use skills and strategies to manage situations where risk is encouraged by others. Analyse images and messages in the media.

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Communicating and interacting for health and well being	Explain the impact of relationships on own and others' wellbeing: • the benefits of relationships • the influence of peers and family • applying online and social protocols to enhance relationships.	Explain the impact bullying and harassment can have on relationships, including online relationships, and the health and wellbeing of themselves and others. Identify personal, social and cultural factors influencing emotional responses and behaviour, such as: • prior experience • norms and expectations • personal beliefs and attitudes Identify sources of health information that can support people who are going through a challenging time.	Describe characteristics of respectful relationships: • respecting the rights and responsibilities of individuals in the relationship • respect for personal differences and opinions • empathy. Use strategies for managing emotional responses and resolving conflict in a family, social or online environment. Use skills to determine appropriateness and reliability of online health information.	Use skills and strategies to promote respectful relationships, such as: • appropriate emotional responses in a variety of situations • taking action if a relationship is not respectful • appropriate bystander behaviour in physical and online interactions. Explain the effects of emotional responses on relationships, such as: • extreme emotions impacting on situations or relationships • the consequences of not recognising emotions of others. Use critical health literacy skills and strategies: • evaluating health services in the community • examining policies and processes for ensuring safer behaviours.
Contributing to active and healthy communities	Describe preventive health practices for young people to avoid and manage risks. Explain the health and social benefits of physical activity and recreational pursuits in natural and outdoor settings.	Describe health promotion activities which target relevant health issues for young people and ways to prevent them. Explain the benefits to individuals and communities of valuing diversity and promoting inclusivity, such as: • respecting diversity • exploring how the traditions, foods and practices of different cultures enhance the wellbeing of the community • challenging racism, homophobia, sexism and disability discrimination • researching how stereotypes and prejudices have been challenged in various contexts.	Describe the implications of attitudes and behaviours on individuals and the community, such as: • prejudice • marginalisation • homophobia • discrimination.	Describe health campaigns and/or community-based activities designed to raise awareness, influence attitudes, promote healthy behaviours and increase connection to the community. Identify social, economic and environmental factors that influence health, such as: • level of education • income/ employment • social networks and supports (family, friends and community attachment) • housing • access to services.

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Arts inquiry	Develop ideas and designs for art making. Apply techniques and processes suited to 2D artworks. Use visual arts language in the development of artworks. Use one or two visual arts conventions. Identify art making intentions. Appraise processes and resolved art works.	Develop ideas and designs for art making. Apply techniques and processes suited to 2D artworks. Use visual arts language in the development of artworks. Understand visual arts conventions including visual inquiry. Identify art-making intentions. Appraise processes and resolved artworks through the making.	Develop ideas for art-making appropriate for chosen discipline. Understand how media, materials and technologies can be applied to a variety of art forms. Use visual art language in the development of artworks. Recognise and use visual arts conventions. Illustrate understanding of themes, concepts or subjects in personal written and visual responses. Use ideas inspired by an artistic style in own works. Appraise processes and resolved artworks.	Develop ideas for own art-making which supports personal learning style and chosen discipline. Choose 2D, 3D and/or 4dD visual art techniques. Use visual art language in the development of artworks. Recognise, use and respond to visual arts conventions. Use other artists' representations to explore, develop and refine personal style. Respond to the style of other artists. Manipulate materials, techniques, technologies and processes to develop and represent own artistic intentions. Use safe and sustainable practices. Adjust and refine techniques and processes when representing ideas and subject matter.
Presentation	Display options of finished artworks. Attribute artworks using presentation convention.	Display options of finished artworks. Identify skills and processes required for an artwork to be considered for display. Recognise the importance of display conventions.	Display options when showing artworks appropriate to art forms. Appraise resolved artworks with consideration of personal expression and audience.	Explain curatorial decisions for the display of artworks. Appraise resolved artworks with consideration of personal expression and the connection with the viewer.
Arts Analysis	Use visual art elements, principles of design and visual conventions to respond to artworks.	Use visual art elements, principles of design and visual conventions to respond to artworks.	Use visual art elements, principles of design, visual conventions and art terminology to respond to artworks.	Use visual art elements, principles of design and visual conventions to respond to artworks.
Arts social, cultural and historical contexts	Identify key features in artworks belonging to a given artist, movement, time or place.	Recognise key features in artworks belonging to selected artists, movements, times or places.	Identify representations of artworks within a given context.	Identify artists from different cultural groups and their use of persuasive, communicative or expressive representation.
Arts interpretation	Give personal opinions about own artworks and the work of others using examples within artworks/	Give personal opinions about own artworks and the work of others', using specific examples with artworks and reasons to justify opinions.	Evaluate own artworks and the artworks of others using examples and evidence to support judgements.	Evaluate own artworks and the work of others; including consideration of different viewpoints and judgement of the significance of the artworks in a given context.

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Statistics and probability	Identify and investigate issues involving numerical data collected from primary and secondary sources. Construct and compare a range of data displays including stem-and-leaf plots and dot plots. Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data. Describe and interpret data displays using median, mean and range.	Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes. Investigate the effect of individual data values, including outliers, on the mean and median. Explore the variation of means and proportions in of random samples drawn from the same population. Investigate techniques for collecting data, including census, sampling and observation.	Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources. Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including 'skewed', 'symmetric' and 'bi modal'. Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread. Investigate techniques for collecting data, including census, sampling and observation.	Determine quartiles and interquartile range. Construct and interpret box plots and use them to compare data sets. Compare shapes of box plots to corresponding histograms and dot plots. Use scatter plots to investigate and comment on relationships between two numerical variables. Investigate and describe bivariate numerical data where the independent variable is time. Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.
Science inquiry skills	Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed. In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task. Construct and use a range of representations, including graphs, keys and models to represent and analyse patterns or relationships, including using digital technologies as appropriate. Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions. Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identifying improvements to the method. Use scientific knowledge and findings from investigations to evaluate claims. Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate.		Formulate questions or hypotheses that can be investigated scientifically. Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods. Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data. Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies. Use knowledge of scientific concepts to draw conclusions that are consistent with evidence. Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data. Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems. Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations.	

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Science as human endeavour	Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world. Science knowledge can develop through collaboration and connecting ideas across the disciplines of science. Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations. Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management. People use understanding and skills from across the disciplines of science in their occupations.		Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions. Advances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunities. The values and needs of contemporary society can influence the focus of scientific research.	
Design and technologies: materials and technologies specialisations	Explain how design decisions and processes influence the selection and combination of materials, systems, components, tools and equipment.	Explain the principles of the design process for the selection and combination of materials, systems, components, tools and equipment.	Identify the characteristics and properties of materials, systems, components, tools and equipment used to create designed solutions. Combine technologies to create designed solutions.	Use a combination of a range of characteristics and properties of materials, systems, components, tools and equipment to create designed solutions. Combine technologies to create designed solutions within a range of technologies specialisations.
Design and technologies processes and production skills	Define and break down a given task, identifying the purpose. Consider components/resources to develop solutions, identifying constraints. Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology. Follow a plan designed to solve a problem, using a sequence of steps. Safely make solutions using a range of components, equipment and techniques. Independently apply given contextual criteria to evaluate design processes and solutions. Work collaboratively, and individually, considering resources and safety; to plan, publish and manage	Investigate a given need or opportunity for a specific purpose. Evaluate and apply a given brief. Consider components/resources to develop solutions, identifying constraints. Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology. Produce a simple plan designed to solve a problem, using a sequence of steps. Safely apply appropriate techniques to make solutions using a range of components and equipment. Develop contextual criteria independently to assess design processes and solutions. Plan, publish and manage projects,	Identify and define the needs of a stakeholder, to create a brief, for a solution. Investigate a selection of components/resources to develop solution ideas, identifying and considering constraints. Apply design thinking, creativity and enterprise skills. Design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology. Safely select, implement and test appropriate technologies and processes, to make solutions. Evaluate design processes and solutions against student developed criteria. Project planning using appropriate	Identify the needs of the client/stakeholder to determine the basis for a solution. Create and critique briefs to solutions. Investigate components/resources to develop increasingly sophisticated solutions, identifying and considering associated constraints. Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication. Design possible solutions, analysing designs against criteria, including functionality, accessibility, usability and aesthetics, using appropriate technical terms and technology. Safely select, justify, implement and test appropriate technologies and processes, to make solutions. Analyse design processes and solutions against student developed criteria. Use appropriate interactive digital technology to plan and manage projects, using an iterative and collaborative approach; identifying risks and analysing time, cost, production processes, safety, sustainability and legal responsibilities.

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	projects, including sequenced steps.	collaboratively and/or individually, considering safety, specific task requirements, time and other required resources.	interactive digital technology, creating an iterative and collaborative approach, identifying risk and safety considerations.	
Digital technologies: processes and production skills	Explore how to acquire data from a range of digital sources. Create information using relevant software, and create data to model objects and/or events. Design the user experience of a digital system. Create digital solutions that include a user interface where choices can be made. Create and communicate information collaboratively online, taking into account social contexts.	Evaluate the authenticity, accuracy and timeliness of acquired data. Evaluate and visualise data, using a range of software, to create information, and use structured data to model objects or events. Design the user experience of a digital system. Create and communicate interactive ideas collaboratively online, taking into account social contexts.	Explore techniques for acquiring, storing and validating quantitative and qualitative data. Analyse and visualise data to create information and address complex problems. Design the user experience of a digital system. Implement and apply data storage and organisation techniques. Create and use interactive solutions for sharing ideas and information online, taking into account social contexts.	Apply techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. Analyse, visualise and model processes and entities, and their relationships, using structured data. Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.
Digital technologies: processes and production skills	Define and break down a given task, identifying the purpose. Consider components/ resources to develop solutions, identifying constraints. Design, develop, review and communicate design ideas, plans and processes within a given context, using a range of techniques, appropriate technical terms and technology. Follow a plan designed to solve a problem, using a sequence of steps. Safely make solutions using a range of components, equipment and techniques. Independently apply given contextual criteria to evaluate design processes and solutions. Work collaboratively, and individually, considering resources and safety; to plan, publish and manage projects, including sequenced steps.	Investigate a given need or opportunity for a specific purpose. Evaluate and apply a given brief. Consider components/ resources to develop solutions, identifying constraints. Design, develop, evaluate and communicate alternative solutions, using appropriate technical terms and technology. Produce a simple plan designed to solve a problem, using a sequence of steps. Safely apply appropriate techniques to make solutions using a range of components and equipment. Develop contextual criteria independently to assess design processes and solutions. Plan, publish and manage projects, collaboratively and/or	Identify and define the needs of a stakeholder, to create a brief, for a solution. Investigate a selection of components/ resources to develop solution ideas, identifying and considering constraints. Apply design thinking, creativity and enterprise skills. Design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology. Evaluate design processes and solutions against student developed criteria. Project planning using appropriate interactive digital technology, creating an iterative and collaborative approach,	Identify the needs of the client/stakeholder to determine the basis for a solution. Create and critique briefs to solutions. Investigate components/ resources to develop increasingly sophisticated solutions, identifying and considering associated constraints. Apply design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication. Design possible solutions analysing designs against criteria, including functionality, accessibility, usability and aesthetics using appropriate technical terms and technology. Safely select, justify, implement and test appropriate technologies and processes, to make solutions. Analyse design processes and solutions against student developed criteria. Use appropriate interactive digital technology to plan and manage projects, using an iterative and collaborative approach; identifying risks and analysing time, cost, production processes, safety, sustainability and legal responsibilities.

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		individually, considering safety, specific task requirements, time and other required resources.	identifying risk and safety considerations.	
Civics and citizenship	Designing our political and legal system: Understand the concept of the separation of powers between the legislature, executive and judiciary and how it seeks to prevent the excessive concentration of power. Understand the division of powers between state/territory and federal levels of government in Australia. Understand the different roles of the House of Representatives and the Senate in Australia's bicameral parliament. Understand 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 Explain how citizens participate in providing justice through their roles as witnesses and jurors.	Democracy and law in action Understand the freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement. Understand how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups and direct action. Explain how laws are made in Australia through parliaments (statutory law). Explain how laws are made in Australia through the courts (common law). Describe the types of law in Australia, including criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law.	Our democratic rights Explain the role of political parties, and independent representatives in Australia's system of government, including the formation of governments. Explain how social media is used to influence people's understanding of issues. Describe the key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear. Describe how courts apply and interpret the law, resolve disputes, and make law through judgements (e.g. the role of precedents). Identify the key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal. Identify the factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays).	Justice at home and overseas Identify the key features and values of Australia's system of government (e.g. democratic elections, the separation of powers) compared with one other system of government in the Asia region, such as China, Japan, India or Indonesia. Describe the role of the High Court, including interpreting the Constitution. Describe the international agreements Australia has ratified and provide examples of how they shape government policies and laws (e.g. the protection of World Heritage areas, the International Convention on the Elimination of All Forms of Racial Discrimination, the Convention on the Rights of the Child, the Declaration on the Rights of Indigenous Peoples). Describe threats to Australia's democracy and other democracies, such as the influence of vested interests, organised crime, corruption and lawlessness. Describe the safeguards that protect Australia's democratic system and society, including shared values and the right to dissent within the bounds of the law.

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Geography	Place and liveability Identify the factors that influence the decisions people make about where to live and their perceptions of the liveability of places. Explain the influence of accessibility to services and facilities on the liveability of places. Explain the influence of environmental quality on the liveability of places. Describe the strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.		Geographies of interconnections Describe the perceptions people have of place, and how this influences their connections to different places. Explain the way transportation, and information and communication technologies are used to connect people to services, information and people in other places. Describe the ways that places and people are interconnected with other places through trade in goods and services, at all scales. Describe the effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.	Geographies of human wellbeing Describe different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
HASS skills: questioning and researching	Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives. Construct a range of questions, propositions and/or hypotheses. Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork. Select the best method for recording selected information and/or data (e.g. graphic organisers, such as structured overviews for classifying; mind maps, for identifying relationships and overviews; fieldwork, which may require sketch drawings, a list of observable features and photographs). Identify differences in terms of origin and purpose between primary sources (e.g. a cartoon, speech, artefact) and secondary sources (e.g. reference books, such as a dictionary or encyclopaedia). Use appropriate ethical protocols to plan and conduct an inquiry (e.g. seek permission to use personal photos, seek permission when planning a visit to Aboriginal cultural land, use specific formats for acknowledging other people's information).		Identify current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others. Construct, select and evaluate a range of questions and hypotheses involving cause and effect, patterns and trends, and different perspectives. Analyse and clarify the purpose of an inquiry using appropriate methodologies, ethical protocols and concepts to plan for, and inform, an investigation. Use a range of methods to collect, select, record and organise relevant and reliable information and/or data from multiple sources that reflects the type of analysis of information that is needed (e.g. questionnaires, surveys, emails, discussion lists, tables, field sketches, annotated diagrams), with and without the use of digital and spatial technologies. Identify the origin, purpose and context of primary sources and/or secondary sources. Use appropriate ethical protocols, including specific formats for acknowledging other people's information and understand that these formats vary between organisations.	

Learning outcome	Year 7	Year 8	Year 9	Year 10
HASS skills: Analysing	Use criteria to select relevant information and/or data such as accuracy, reliability, currency and usefulness to the question. Interpret information and/or data to identify key relationships and/or trends displayed in various formats (e.g. change over time in a series of images, identify spatial distributions from a map). Identify points of view/perspectives, attitudes and/or values in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines). Translate information and/or data from one format to another (e.g. from a table to a graph). Apply subject-specific skills and concepts in familiar and new situations.		Use criteria to analyse the reliability, bias, usefulness and currency of primary sources and/or secondary sources. Analyse information and/or data in different formats (e.g. to explain cause and effect relationship, comparisons, categories and subcategories, change over time). Account for different interpretations and points of view/perspectives in information and/or data (e.g. from tables, statistics, graphs, models, cartoons, maps, timelines, newspapers). Analyse the 'big picture' (e.g. put information and/or data into different contexts, reconstruct information by identifying new relationships, identifying missing viewpoints or gaps in knowledge). Apply subject-specific skills and concepts in familiar, new and hypothetical situations.	
HASS skills: evaluating	Draw evidence-based conclusions by evaluating information and/or data to generate a range of alternatives and plan for action in response to contemporary events, challenges, developments, issues, problems and/or phenomena; make comparisons; evaluate costs (disadvantages) and benefits (advantages); and infer relationships.		Draw evidence-based conclusions by evaluating information and/or data, taking into account ambiguities and multiple perspectives; to negotiate and resolve contentious issues; to propose individual and collective action in response to contemporary events, challenges, developments, issues, problems and/or phenomena. Critically evaluate information and/or data and ideas from a range of sources to make generalisations and inferences; propose explanations for patterns, trends, relationships and anomalies; predict outcomes.	
HASS skills: communicating and reflecting	Represent information and/or data using appropriate formats to suit audience and purpose (e.g. tables/graphs, visual displays, models, timelines, maps, other graphic organisers). Develop texts, particularly descriptions and explanations, using appropriate subject-specific terminology and concepts that use evidence to support findings, conclusions and/or arguments, from a range of sources. Reflect on learning to review original understandings and/or determine actions in response to events, challenges, developments, issues, problems and/or phenomena.		Select a range of appropriate formats based on their effectiveness to suit audience and purpose, using relevant digital technologies as appropriate. Develop texts, particularly explanations and discussions, using evidence from a range of sources to support conclusions and/or arguments. Deconstruct and reconstruct the collected information and/or data into a form that identifies the relationship between the information and the hypothesis, using subject-specific conventions, terminology and concepts. Compare evidence to substantiate judgements (e.g. use information and/or data from different places or times; use tables, graphs, models, theories). Generate a range of viable options in response to an issue or event to recommend and justify a course of action, and predict the potential consequences of the proposed action. Reflect on why all findings are tentative (e.g. the changing nature of knowledge, changes in circumstances, changes in values).	