Knowledge and understanding

Conceptual statements
These describe the focus and essential concepts, or big ideas, of the key learning area.

By the end of Year 3

Studies of Society & Environment

Time, continuity and change
Changes and continuities are identified through events, people's contributions and the stories of local communities.

Place and space
Local natural, social and built environments are defined by specific features and can be sustained by certain activities.

Culture and identity
Local communities have different groups with shared values and common interests.

Political and economic systems
Communities have systems to make rules and laws, govern, and manage the production and consumption of goods and services.

Health & Physical Education

Health
Health is multidimensional and influenced by everyday actions and environments.

Physical activity
Fundamental movement skills are foundations of physical activity.

Personal development
Personal identity, self-management and relationships develop through interactions in family and social contexts and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering particular audiences and particular purposes, through dance elements in movement phrases.

Drama
Drama involves using dramatic elements and conventions to express ideas, considering particular audiences and particular purposes, through dramatic action based on real or imagined events.

Media
Media involves constructing meaning by using media languages and technologies to express representations, considering particular audiences and particular purposes.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by using the music elements to express ideas, considering particular audiences and particular purposes, through sound.

Visual Art
Visual Art involves using visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering particular audiences and particular purposes, through images and objects.

Technology

Technology as a human endeavour
Technology is part of our everyday lives and activities.

Information, materials and systems
Resources are used to make products for particular purposes and contexts.

Cross-curriculum priority

Information & Communication Technologies

Inquiring with ICTs
Creating with ICTs
Communicating with ICTs
Ethics, issues and ICTs
Operating ICTs

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the Languages page that follows.

Queensland Government

Queensland Studies Authority
Partnership and innovation

Knowledge and understanding

Conceptual statements
These describe the focus and essential concepts, or big ideas, of the key learning area.

By the end of Year 5

Studies of Society & Environment
Time, continuity and change Changes and continuities are represented by events and people's contributions, and are viewed differently by different people. **Place and space** Environments are defined and changed by interactions between people and places. **Culture and identity** Communities contain cultures and groups that contribute to diversity and influence cohesion. **Political and economic systems** Communities have developed decision-making systems that include principles and values formed over time.

Health & Physical Education
Health Health is multidimensional and influenced by individual and group actions and environments. **Physical activity** Fundamental and simple specialised movement skills are elements of physical activity. **Personal development** Personal identity, relationships and self-management are influenced by beliefs, behaviours and social factors, and shape personal development.

The Arts
Dance Dance involves using the human body to express ideas, considering different audiences and different purposes, by selecting dance elements in short movement sequences. **Drama** Drama involves selecting dramatic elements and conventions to express ideas, considering different audiences and different purposes, through dramatic action based on real or imagined events. **Media** Media involves selecting media languages and technologies to create representations and construct meaning, considering different audiences and different purposes. **Music** Music involves singing, playing instruments, listening, moving, improvising and composing by selecting the music elements to express ideas, considering different audiences and different purposes, through sound. **Visual Art** Visual Art involves selecting visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering different audiences and different purposes, through images and objects.

Technology
Technology as a human endeavour Technology influences and impacts on people, their communities and environments. **Information, materials and systems** The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

Cross-curriculum priority	Information & Communication Technologies
	Inquiring with ICTs **Creating with ICTs** **Communicating with ICTs** **Ethics, issues and ICTs** **Operating ICTs**

Languages
Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate. Please see the Languages page that follows.

Queensland Government

Queensland Studies Authority
Partnership and innovation

Knowledge and understanding
Conceptual statements These describe the focus and essential concepts, or big ideas, of the key learning area.

By the end of Year 7

Studies of Society & Environment

Time, continuity and change
Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

Place and space
Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

Culture and identity
Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

Political and economic systems
Societies and economies have systems and institutions based on principles and values.

Health & Physical Education

Health
Health is multidimensional and influenced by individual, group and community actions, and environments.

Physical activity
Fundamental and specialised movement skills, movement concepts, tactics and strategies are elements of physical activity.

Personal development
Beliefs, behaviours and social and environmental factors influence relationships and self-management and shape personal development.

The Arts

Dance
Dance involves using the human body to express ideas, considering intended audiences and intended purposes, by modifying dance elements in movement sequences.

Drama
Drama involves modifying dramatic elements and conventions to express ideas, considering intended audiences and intended purposes, through dramatic action based on real or imagined events.

Media
Media involves constructing meaning, considering intended audiences and intended purposes, by modifying media languages and technologies to create representations.

Music
Music involves singing, playing instruments, listening, moving, improvising and composing by modifying the music elements to express ideas, considering intended audiences and intended purposes, through sound.

Visual Art
Visual Art involves modifying visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering intended audiences and intended purposes, through images and objects.

Technology

Technology as a human endeavour
Technology influences and impacts on people, their communities and environments.

Information, materials and systems
The characteristics of resources are matched with tools and techniques to make products to meet design challenges.

Information & Communication Technologies
Cross-curriculum priority

Inquiring with ICTs
Creating with ICTs
Communicating with ICTs
Ethics, issues and ICTs
Operating ICTs

Languages

Essential Learnings for Languages have been specified for three stages of language learning: Beginner, Elementary and Lower intermediate.

Please see the Languages page that follows.

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Languages

Knowledge and understanding

Conceptual statements These describe the focus and essential concepts, or big ideas, of the key learning area.

Beginner	Elementary	Lower intermediate
Comprehending and composing in the target language Comprehending and composing skills are used to understand language input, to convey information and to express ideas in response to needs and interests. **Intercultural competency and language awareness** Noticing and comparing similarities and differences between languages and cultures informs intercultural communication.	**Comprehending and composing in the target language** Comprehending and composing skills are used to understand language input, to convey information and express ideas and opinions, and to engage in interactions in the target language for different purposes, contexts and audiences. **Intercultural competency and language awareness** Intercultural competence and knowledge of languages and cultures allow for exploration of different ways of experiencing and acting in the world.	**Comprehending and composing in the target language** Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium. **Intercultural competency and language awareness** Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.

Ways of working
These describe the essential processes that students use to engage in learning, and to develop and demonstrate their knowledge and understanding.

Beginner	Elementary	Lower intermediate
Students are able to: • identify the purpose or main topic in simple spoken and written texts, using visual and verbal language • respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material • identify and use non-verbal communication strategies in familiar contexts • construct simple spoken and written texts in familiar contexts • notice and compare aspects of the target language and English and/or other familiar languages • notice and compare aspects of their own cultures and of the target cultures • reflect on and evaluate the suitability of language choices in familiar contexts • reflect on learning to identify new understandings and future applications.	Students are able to: • interpret a range of spoken and written texts in different contexts where familiar and some unfamiliar language is used • interpret and respond by manipulating some elements of language to contribute to conversations for different purposes, contexts and audiences • recognise and use appropriate verbal and non-verbal language to support the development of communicative competence • select and apply strategies to adjust verbal and nonverbal language for a variety of purposes, contexts and audiences, and respond appropriately to feedback • construct simple, cohesive spoken and written texts for different contexts, displaying some concept of register • notice and compare similarities and differences between the target language and English and/or other familiar languages • notice and compare their own beliefs, attitudes and practices and those reflected in the target culture • reflect on and evaluate the suitability of language choices for purpose, context and audience • reflect on learning, apply new understandings and identify future applications.	Students are able to: • interpret ideas and information in spoken and written texts and make judgments about the ways that people, places, events and things are represented • locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age • plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience • construct spoken and written texts that present an argument, perspective or opinion • recognise that texts are culturally constructed, and analyse embedded cultural information • notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication • notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience • reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience • reflect on and evaluate learning to evaluate and apply new understandings and future applications.

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